

DOCUMENT RESUME

ED 156 625

SF 012 495

TITLE A Case Study: The Oregon College of Education, Teaching Research Division, Elementary and Secondary Education Program Bridging the Gap.

INSTITUTION Oregon Coll. of Education, Monmouth.

PUB DATE Oct 77

NOTE 824p.; Not available in paper copy due to marginal legibility

EDRS PRICE MF-\$1.50 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Administrative Organization; *Case Studies (Education); Decision Making; Elementary School Teachers; Evaluation Methods; Followup Studies; Goal Orientation; Higher Education; Instrumentation; Interinstitutional Cooperation; *Performance Based Teacher Education; *Program Descriptions; Secondary School Teachers

IDENTIFIERS Cost Analysis; *Oregon College of Education

ABSTRACT

A case study describing the evolution of teacher preparation programs in the Oregon College of Education (OCE), Monmouth, and their influence on other teacher education programs in the state from 1974 to the present is presented. The study describes activities in six areas: (1) the continued evaluation of the Elementary Program at OCE, including its evolution as a context for research in teacher education; (2) the implementation of the principles of a competency based and field centered approach to the preparation of teachers in the Secondary Program at OCE; (3) the articulation of offerings in the Academic Departments with needs in the Elementary and Secondary Programs at OCE; (4) assistance provided the regulatory agency for teacher education programs in Oregon (The Teacher Standards and Practices Commission) by the OCE Teaching Research Division for Improving Instruction and Learning (OCETR); (5) the involvement of the OCETR team with the Mid Willamette Valley Consortium for Improving Education; and (6) the involvement of the OCETR team with other teacher preparation institutions in the Oregon State System of Higher Education. The theme of all OCE activities is to help teacher preparation programs, at both the preservice and inservice levels, become "outcome oriented" and "data based" in decision making. The appendices document (1) the membership and organization of the OCETR team; (2) information about the COMFIELD (Competency Based, Field Centered) model for elementary teacher education; (3) presudentteaching experiences in the teacher preparation program; (4) instruments used for competency assessment; (5) costs, benefits, and related considerations; (6) summary of 1975-76 followup data on firstyear elementary teachers; (7) planned course statement for elementary teachers; (8) OCE competency assessment forms (secondary); (9) planned course statement (secondary); (10) planned course statements for selected secondary special method courses; (11) an overview of the secondary followup study; (12) process standards for educational professional development; (13) MidWillamette Valley Consortium policies, procedures, and organization manual; (14) recommendation of the Program Planning/Budgeting Committee; (15) Oregon State System of Higher Education Task Force on Evaluative FollowUp. (MJB)

A Case Study:

The Oregon College of Education - Teaching Research Division
Elementary and Secondary Education Program
Bridging The Gap

BEST COPY AVAILABLE

Submitted as an Entry for
The Distinguished Achievement Award Program

A A C T E

1978

by

The Team of Oregon College of Education and
The Teaching Research Division for
Improving Instruction and Learning

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Bert Y. Kersh

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
THE ERIC SYSTEM CONTRACTORS."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

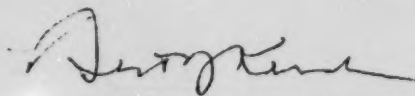
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

Table of Contents

	Page
Signature of Chief Institutional Representative. Dr. Bert Kersh, Dean of Faculty Oregon College of Education	i
Part 1: Summary of Program	ii
Part 2: A Case Study: The Oregon College of Education - Teaching Research Division Elementary and Secondary Education Program: Bridging The Gap	1
Appendices:	21
A: The OCE-TR Team: Membership and Organization	
B: Information About COMFIELD	
C: Professional Preparation of Elementary Teachers	
D: Instruments Utilized For Assessment of Competency	
E: Part V - Costs, Benefits and Related Considerations	
F: Summary of 1975-76 Follow-Up Data on First Year Teachers	
G: Planned Course Statement	
H: OCE Competence Assessment Form (Secondary)	
I: Planned Course Statement	
J: Planned Course Statements for Some Secondary Special Methods Courses	
K: An Overview of the Secondary Follow-Up Study	
L: Process Standards For EPD Programs	
M: MWVC Policies, Procedures and Organization Manual	
N: Recommendations of The PPB Council	
O: OSSHE Task Force on Evaluative Follow-Up	

A Case Study: The Oregon College of Education - Teaching Research
Elementary and Secondary Education Program: Bridging The Report

Signature of The Chief Institutional Representative for submission
of The Case Study to A A C T E

A handwritten signature in dark ink, appearing to read "Bert Y. Kersh", written in a cursive style.

Dr. Bert Y. Kersh
Dean of Faculty
Oregon College of Education

PART 1: AN OVERVIEW OF THE OREGON COLLEGE OF EDUCATION-TEACHING RESEARCH
DIVISION ELEMENTARY AND SECONDARY EDUCATION PROGRAM: BRIDGING THE GAP.

The Oregon College of Education-Teaching Research Division Team (OCE-TR) has developed and tested some generalizable procedures to improve instruction in Oregon Public Schools. The procedures utilize the basic concepts of "outcome orientation" and "data dependence" to identify choices that can be made and to make decisions about them. The first procedure is to identify needs to be met or problems to be solved and state them in "outcomes" upon which all Team Members can agree. The second procedure is to make an assessment of the situation to determine the extent and/or variation of the need or problem and the present practices within the profession. Assuming that the need and/or problem does exist, then design, development, implementation, and evaluation procedures are initiated. Each of these procedures, including the assessment procedure is structured so that data are produced. The data are utilized to improve the procedure and/or to improve the program set into operation to meet the need or solve the problem.

These procedures utilizing "outcome orientation" and "data dependence" were used by the OCE-TR Team to implement two strategies for improving instruction: CBTE and Consortia. In order to do this the Team worked with the Teacher Standards and Practices Commission of the State of Oregon (TSPC), the Oregon State System of Higher Education (OSSHE), the Mid-Willamette Valley Consortium for Improving Education (MWVC) and the Elementary, Secondary, and Academic Department Faculties of OCE. This Case Study is a report of the OCE-TR Team's efforts and the remarkable results obtained.

Table of Contents

	Page
Signature of Chief Institutional Representative	
Dr. Bert Kersh, Dean of Faculty Oregon College of Education	i
Part 1: Summary of Program	1
Part 2: A Case Study: The Oregon College of Education Elementary and Secondary Education Programs: Bridging the Gap	2
Appendices:	
A: The OCE-TR Team: Membership and Organization	
B: Information about COMFIELD	
C: Professional Preparation of Elementary Teachers	
D: Instruments Utilized for the Assessment of Competency	
E: Costs, Benefits and Related Considerations	
F: Summary of 1975-76 Follow-Up Data on First Year Teachers: Elementary	
G: Planned Course Statement: Elementary	
H: OCE Competence Assessment Form (Secondary)	
I: Planned Course Statement: Secondary	
J: Planned Course Statements for Selected Secondary Special Methods Courses	
K: An Overview of the Secondary Follow-Up Study	
L: Process Standards for Educational Professional Development	
M: Mid-Willamette Valley Consortium Policies, Procedures and Organization Manual	
N: Recommendation of the Program Planning Budgeting	
O: Oregon State System of Higher Education Task Force on Evaluative Follow-Up	

PART 2

THE OREGON COLLEGE OF EDUCATION ELEMENTARY AND SECONDARY TEACHER EDUCATION PROGRAMS: BRIDGING THE GAP

Introduction

In order to build a bridge one needs a firm foundation on which to build. The Oregon College of Education-Teaching Research Division (OCE-TR)¹ approach to improving instruction in Oregon schools provides that foundation. The elements in the foundation are many: a college that has maintained as its primary focus the preparation of teachers; a college that has close working relationships with schools, and that has had for many years preparation programs that are heavily "field-centered"; a college that has adopted a particular model of teacher preparation (the ComField model),² and has implemented it; a college, whose elementary program reflected the operating principles of competency-based teacher education as outlined in the ComField model, received the AACTE Distinguished Achievement Award in 1974; a close working relationship with the research and development arm of the Oregon State System of Higher Education (The Teaching Research Division). The foundation created by these various elements has made it possible to build teacher preparation programs within the college that bridge gaps so often found between elementary and secondary programs, education and academic departments, teaching and research.

This foundation also has contributed significantly to bridging the gaps so often found between preservice and inservice preparation programs, preparatory institutions and regulatory agencies, and one preparatory institution and another.

¹ For additional information on the organization and membership of the OCE-TR Team, the reader is referred to Appendix A: "The OCE-TR Team: Membership and Organization".

² For a brief description of the ComField model, the reader is referred to Appendix B: "Information About ComField".

The purpose of this case study is to describe the evolution of teacher preparation programs at OCE, and in turn their influence on the evolution of teacher education programs within the state, since the receipt of the AACTE award in 1974. The study will describe activities in six areas:

1. The continued evaluation of the Elementary Program at OCE, including its evolution as a context for research in teacher education;
2. The implementation of the principles of a competency-based and field-centered approach to the preparation of teachers in the Secondary Program at OCE;
3. The articulation of offerings in the Academic Departments with needs in the Elementary and Secondary Programs at OCE;
4. Assistance provided the regulatory agency for teacher education programs in Oregon (The Teacher Standards and Practices Commission) by the OCE-TR Team;
5. The involvement of the OCE-TR Team with the Mid-Willamette Valley Consortium for Improving Education (MWVC); and
6. The involvement of the OCE-TR Team with other teacher preparation institutions in the Oregon State System of Higher Education (OSSHE).

The goal of the OCE-TR Team in all of these activities is to improve the quality of teaching for children in Oregon. The over-riding theme of all of the activities is that of helping teacher preparation programs, at both the preservice and inservice levels of training, become "outcome oriented" and "data dependent". Figure 1 depicts graphically the gaps that have been bridged by the OCE-TR Team since the 1974 award.

The OCE Elementary Teacher Education Program

The OCE Elementary Competency Based Teacher Education Program was the initial effort of the OCE-TR Team. The Program was awarded the The Distinguished Achievement Award at the 1974 Annual Meeting of the A.A.C.T.E.

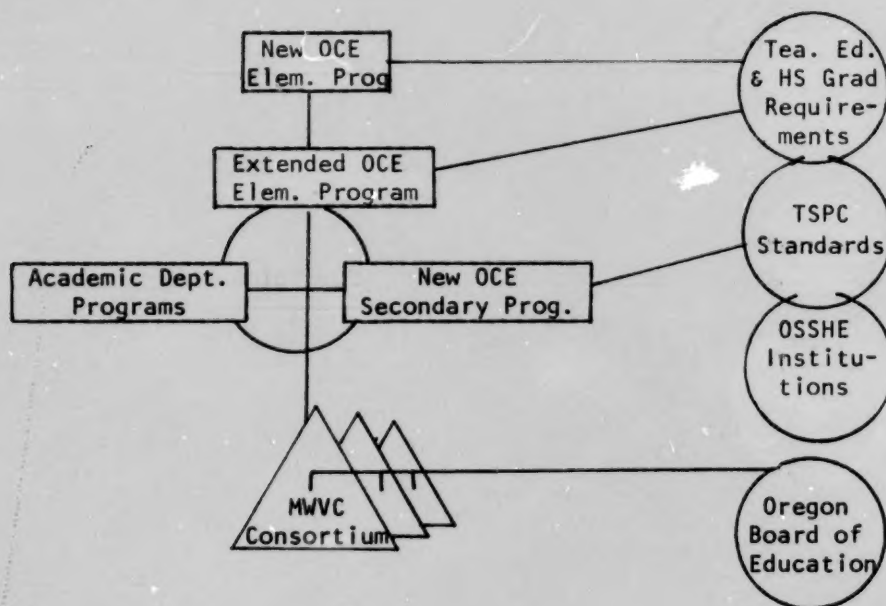


Figure 1. Gaps that have been bridged by the OCE-TR Team since winning the AACTE Award in 1974.

New Developments In The Program

Since that time the "on-campus" aspects of the Elementary Program have been revised and described in a detailed Syllabus.³ The Syllabus sets out learning objectives and indicators of achievement for the knowledge, skills and theory thought to be essential for elementary teachers. A series of program variation studies are now being planned to determine the relationship between knowledge and skill mastery, and the ability of the preservice teacher to demonstrate competence as a teacher in the field.

The "field-centered" assessment system also has been refined and improved since 1974. These refinements include the competencies to be demonstrated,

³ The reader is referred to Appendix C: "The Professional Preparation of Elementary Teachers: Phase I and II: Pre-Student Teaching Experiences." A Syllabus for Ed 361, 362, and 473 (August, 1976).

indicators of successful demonstration, standards for performance, and scales used for rating competence.⁴

Data On Costs and Benefits

Data on the costs and benefits associated with the Elementary Program have been gathered. In general terms these data show that the competency based and field-centered approach to the preparation of teachers that has been implemented by the OCE-TR Team is more costly than the previous elementary program, but it also provides greater benefits. Specifically, the costs to OCE have increased by \$62 per student for the professional year of the program, and approximately twice that amount for participating schools (estimated at \$5 per hour for on-site supervision by teachers in the schools). Costs to both the college and participating districts are related directly to the demands of the program for supervision and assessment in field settings. If program development and research costs are added to the costs of program operation, they increase the costs of the program by approximately another \$150 per student.⁵

Benefits for all participants appeared to lie in a clearer definition of the competencies students are to demonstrate in order to be recommended for certification, and clearer definition of the roles and functions to be performed by college and classroom supervisors.

⁴ To see a copy of the field assessment instruments currently in use, the reader is referred to Appendix D: "Instruments Utilized for the Assessing Competency in the Elementary Program."

⁵ For additional details describing the OCE Elementary Program the reader is referred to Monograph #20 in the AACTE series on Performance-Based Teacher Education, entitled "From Commitment to Practice: The Oregon College of Education Elementary Teacher Education Program". For additional information on the costs-benefits study in particular, the reader is referred to Appendix E: "Costs, Benefits and Related Considerations" taken from the AACTE Monograph.

Follow-Up Of Graduates

In addition to the developments outlined above, a comprehensive follow-up study of elementary graduates was carried out. Six major data sets were collected in the study. The data included judgments made by the graduates, their principals, and an OCE observer as to the graduates' competency as teachers and school leaders. Judgments were made by the graduates and their principals as to the graduates' attitudes toward being a teacher and toward teaching. Both the graduates and their principals indicated strengths and weaknesses of the elementary program as it contributed to the graduates' success as teachers.

In general the data supported the assumption that OCE graduates could perform as teachers in a competent and professional manner. Only one graduate out of the twenty-four included in the study was judged as being weak in his/her demonstration of competence. Approximately one-half the graduates were judged as being leaders in the buildings in which they were teaching.⁶

Selection And Admission Procedures

In 1974 "screening and admission" to the Elementary Program was limited to a GPA average of 2.5, a "C" grade or better in a Speech course and a writing course offered at the College (this requirement could also be met by passing a speech and a writing test developed by the OCE Teacher Education Committee). During the 1975-76 school year the OCE-TR Team set about to revise these criteria. The decision was made to require all students desiring admission to the Elementary Program to take a writing test and be interviewed by the members of the elementary faculty. The writing "test" involved writing, under large group, time conditions, an opinion about an educational problem selected from a list of several problems.

⁶ For a complete description of the methodology used in the follow-up study, and findings coming from it, the reader is referred to Appendix F: Oregon College of Education Follow-Up Study of Elementary Graduates, 1976."

The writing papers were scored for the completeness of thought and/or argument, and received a score combining penmanship, punctuation, and spelling. The interview was scored as to the student's speaking ability, composure, and ability to explain and/or argue a point. Background information and college GPA also were collected.

These screening procedures have been in use for two years, and evidence is now beginning to accumulate on the relationship between performance on the screening measures and performance in the program -- including performance in the classroom as a teacher. Thus far the data suggest that the screening procedures may be fairly good predictors of performance at the level of student teaching, but not particularly good predictors prior to that time. Most of the scores obtained through the screening measures, however, approximate a normal distribution and so will continue to be used as a basis for entry to the program until more definitive data on the relationship between entry measures and success within the program are available.

Becoming A Context For Research

The Elementary Program at OCE was designed from the beginning to be a context for research. The view was taken that competency based teacher education programs were rich in data, and that if a way could be found to insure the quality of the data collected as a part of regular program operating research could be carried out using this data at very little cost. The view was taken also that studies carried out within the context of the program, and using data collected by staff within the program, the studies conducted were likely to have high utility.

It required three years of program operation, accompanied by three years of quality assurance studies, before the data collected on student performance was of a quality that would permit it to be used for research. Pilot studies were completed during the 1974-75 school year. A multi-faceted program of research has

been underway for the past two years. Much of this research has been reported for the first time this fall at a Conference on Research in Teacher Education in Oregon. It will appear in monograph form this spring.⁷

The OCE Secondary Education Program

During the 1975-76 school year the OCE-TR Team expanded to include the Secondary Faculty. Four major objectives for the team were set:

1. To adapt and implement within the Secondary Program the program improvement procedures that had been established within the Elementary Program;
2. To conduct a follow-up study of graduates of the Secondary Program similar to the study conducted on graduates of the Elementary Program;
3. To establish a close working relationship with and a better articulation of curriculum across the Academic Departments on the campus; and
4. To establish the Secondary Program as another context for research on teacher education and teacher effectiveness.

Program Improvements

One of the first steps taken by the Director of the Secondary Education Division was to guide the entire secondary faculty in the design, development, implementation and assessment of a competency based and field-centered Secondary Program. Faculty members responsible for establishing coordinated and functional programs between the Academic Departments and the Secondary Education Division consists of faculty who have joint appointments in both Academic and Education Departments. Closer working relationships were established between the Academic Departments and the Education Department through

⁷ For a description of the Elementary Program at OCE as a context for research the reader is referred to Appendix H: "CBTE Programs As Contexts for Research: A Description of the Elementary Teacher Preparation Program at Oregon College of Education". A copy of the program for the research conference is included as part of this appendix so the reader may see the focus of the research thus far undertaken in the program.

quarterly off-campus planning retreats, and weekly faculty meetings on campus. Faculty from the Teaching Research Division joined in these retreats, and attended the weekly staff meetings.

From these various activities a functional, articulated, competency based and field-centered secondary program has emerged. Central in the program is a full-term ("blocked") professional education experience. It is a student's first professional education course, and is labeled "Learning and Instruction in the Intermediate and Secondary School (grades 5-12)". This course is taken in one quarter for 11 credits and includes extensive laboratory sessions supervised by the secondary education faculty in a public junior and senior high school. The aim of the course is to act as "a screening device by giving both the student and the college some data on which to make a decision on the advisability of proceeding with a teaching career before major investments in time and money have been made".⁸ Quality assurance studies are carried out by the TR staff on all field performance measures collected in the BLOCK program. They also carry out program evaluation studies generally.

After successful completion of Secondary Block, the student's record of performance, including performance as a beginning teacher in a school setting, is forwarded to his/her subject matter department where it is used as a basis for continued work on competency development while taking a "Special Methods Course" in the subject area.⁹

⁸ The reader is referred to Appendix I: "Secondary Education Guide and Planned Course Statement".

⁹ For a description of work in special methods courses, the reader is referred to Appendix J: "Course Descriptions For Some of the 'Special Methods' Courses Offered by the Academic Departments".

After successful completion of course work in the area of teaching specialty, and successful completion of their "special methods" course, students then enter a full-term of student teaching. Here they are supervised by both public school personnel and college supervisors from the area of teaching specialty. Their performance as student teachers is assessed systematically, and becomes the primary basis for recommendation to certification. All performance measures for student teachers are assessed systematically by TR faculty for their quality.¹⁰

Follow-Up Of Graduates From The Secondary Program

Using an adaptation of the methodology developed in the Elementary Program, two follow-up studies have been made of graduates from the Secondary Program. In each study data were collected on a 20 percent or larger sample of graduates from each area of teaching specialty. All data collected in both studies have been analyzed and reported to both the teacher education faculty and the faculty and department chairman of the subject matter areas with the view to improve course offerings. The data reported on the 1976-77 secondary follow-up study to the College President, the Dean of Faculty and the Department Chairmen is attached as Appendix L.¹¹

Becoming A Context For Research

The quality of measures collected on student performance in the Secondary Program is only now reaching the point where these measures can be used for research. As a consequence pilot studies are being initiated this year, and a long-term research plan is being developed. A comparison of findings from the two follow-up studies was reported at the research conference described in Appendix H.

¹⁰ The reader is referred to Appendix K: "Oregon College of Education Competence Assessment Form For Secondary Teachers".

¹¹ Appendix L: "An Overview of the 1976-77 Follow-Up Study on Graduates of the OCE Secondary Teacher Preparation Program".

The Teacher Standards And Practices Commission

In July, 1974 the Teacher Standards and Practices Commission (TSPC) adopted the "Process Standards for Educational Personnel Development Programs".¹² These new standards for teacher education programs in Oregon reflected two emerging national movements: competency based and field-centered teacher education, and teacher preparation programs being governed by representatives from a "consortium" of a college, participating school districts, professional organizations, and students enrolled in the teacher education program.

In establishing its competency based and field-centered Elementary Program, OCE and TR faculty assisted the Teacher Standards and Practices Commission in testing the ideas that subsequently emerged in the Standards. This was the case with respect to both the competency based and field-centered aspects of the Standards, and the governance-by-consortium aspects of the Standards. With respect to the consortium aspects specifically a "Design Seminar", made up of OCE and TR faculty, school supervisors, school principals, and students who had gone through the program, met at the end of each Spring term for the first three years that the program was being implemented to review and refine the program for the coming year. The Mid-Willamette Valley Consortium for Educational Improvement was established on a pilot basis during the 1975-76 school year. It has now been established formally, and is described in some detail in the next section of the study.

Now that the Elementary and Secondary Programs at the college are beginning to function as contexts for research they support the Teacher Standards and Practices Commission in a new way. TSPC was represented at the Conference on Research in Teacher Education in Oregon, and will be represented in laying plans for research in the future.

¹² For a review of the "Process Standards for Educational Personnel Development Programs in Oregon", the reader is referred to Appendix M.

The Mid-Willamette Valley Consortium

As described in the previous section OCE and TR are now formally members of "The Mid-Willamette Valley Consortium for the Improvement of Education". Charter members of the Consortium include four (4) public school districts, three (3) county-wide intermediate education districts, OCE and Teaching Research.

The Consortium was established on a pilot basis to serve as the governing body to the teacher education program at the college. It soon became apparent, however, that if the Consortium was going to function effectively, the activities of the Consortium could not be limited to improving the teacher education programs at OCE. The school districts and county IED's needed help in meeting the new demands placed on public schools in Oregon by their own set of revised Standards, Public Law 94-142, etc. Furthermore, it soon became clear that the IED's and local districts were much more concerned about inservice programs than they were about preservice programs. As a consequence of these awarenesses, and a two-year history of working together to arrive at a solution of how all participating institutions could be best served by the Consortium, a Charter was established that looked to the Consortium "...as a means of formally recognizing the needs of a variety of educational agencies to join in common cause to meet increased demands on public school(s) and teacher education in Oregon."¹³

As the Consortium is now organized three levels of participation are recognized:

Level I: Observer: Institutions and agencies may observe but do not contribute to the development or operation of programs. No financial contributions are made.

Level II: Associate: Limited participation by institutions and agencies in the development and operation of Consortium programs. They may be represented on the "Program Planning and Budgeting Council (PPB)" but not on the Board of Directors. Financial contributions are required for the operation of the Consortium.

¹³ See Appendix N for a copy of the "Policies, Procedures, and Organization Manual: The MWVC for the Improvement of Education".

Level III: Member: Full participation by institutions and agencies with representatives on the Board of Directors and the PPB Council. They are eligible for selection as pilot and/or developmental sites for programmatic activities. Financial contributions are required.

Regular meetings are held by the Board of Directors, the PPB Council and the Consortium Assembly. The Consortium Assembly is to serve as the means of identifying member needs and communicating program development activities to participating institutions and agencies. The PPB Council serves as an advisory group to the Board of Directors about programs, priorities, workplans, budgets, selection of projects and research activities, selection of pilot testing and program development centers, and appointments to task forces and committees. Task forces are formed on an ad hoc basis to solve a special problem. They may also serve a consultative function to the general direction for Consortium programs. Three priority areas have been adopted by the Consortium for this year:

1. Activities designed to help member districts meet the requirements of Public Law 94-142;
2. Activities designed to help member districts meet the requirements of the new Standards for Elementary and Secondary Schools in Oregon; and
3. Activities related to reviewing the OCE Elementary and Secondary Teacher Preparation Programs, at the undergraduate and graduate levels to insure that they meet the current educational needs in the State of Oregon.¹⁴

The Oregon State System Of Higher Education (OSSHE)

The OCE-TR Team has a long history of involvement with other OSSHE institutions. The Deans and Directors of teacher education programs within OSSHE institutions identified OCE as the Oregon institution to apply for funds in the USOE sponsored Elementary Models program. Upon OCE and TR receiving funds for model

¹⁴ For more information on the activities of the Consortium the reader is referred to Appendix O.

development, representatives from all OSSHE institutions (and several private institutions that prepare teachers) served as an advisory board to the model development effort. Since implementing the model based program the OCE-TR Team has kept all the colleges and universities in the state fully informed about the CBTE programs at OCE, and shared materials and procedures developed within these programs with them. Many of the concepts, techniques, and materials developed by the OCE-TR Team for use at OCE have been adopted by other institutions in the state, for example, Southern Oregon State College (Ashland, Oregon) uses the "OCE-TR Competency Assessment System" in its evaluation of student teachers, and both Eastern Oregon State College (LaGrande, Oregon), Southern Oregon and the University of Oregon (Eugene) have adopted the OCE-TR methodology as the basis for their own follow-up studies. Currently, the OCE-TR Team is participating with other institutions and agencies in the state to develop a conceptual framework and a methodology for collecting a "common core" of evaluation follow-up information on graduates of all teacher preparation programs in the state.

Budget

The base budget for the operation of the elementary and secondary programs at Oregon College of Education presently amounts to approximately \$365,485. Using the budgeting categories of the college, these costs are allocated as shown in Table 1. Approximately 200 elementary majors and 200 secondary majors graduate from the college each year.

Table 1. A Summary of Funds Budgeting By The College For The Professional Components Of The Elementary And Secondary Teacher Preparation Programs, 1976-77

	Elementary	Secondary
Education and Psychology Faculty	\$202,030	\$163,453
Materials, Supplies, and Related Expenses	1,000	1,000
TOTALS	\$203,030	\$164,453

The cost-benefit study carried out on the Elementary Program during the first three years of its implementation provides additional information that would be of interest to persons who are interested in implementing a similar program. Table 2 summarizes program related costs by major category of activity within the program. During the 1975-76 and 1976-77 school years when research, development and documentation-dissemination costs were involved in the operation of both the elementary and secondary programs, development costs remained at approximately \$20,000 per year and research costs increased to approximately \$20,000 per year. The costs of documenting and disseminating information about both programs has dropped to approximately \$7,500 per year.

Table 2. A Summary Of Costs Associated With The ComField-Based Elementary Program At OCE During the First Three Years Of Its Operation

	Development Costs	Operation Costs	Research Costs	Doc-Dissem Costs	TOTAL
1972-73 (start up: 45 students for 2 terms)	\$33,650	\$ NA	\$ 2,180	\$ -0-	\$ 35,830
1973-74 (first year of full operation: an average of 240 students per term)	17,443	360,905	11,015	12,195	401,558
1974-75 (an average of 270 students per term)	21,000	450,075	13,795	8,735	493,675
TOTAL	\$72,163	\$810,980	\$26,990	\$20,930	\$931,063

Estimates of per student costs in the Elementary Program for the years ahead, when research, development and documentation-dissemination activities are included as part of overall programs costs, are shown in Table 3.

Table 3. A Summary Of Estimates Of Per Student Cost For The Elementary Teacher Preparation Program At OCE In The Years Ahead

Estimated Per Student Cost When Research, Development And Documentation-Dissemination Functions Are Included	Estimated Per Student Cost When The R, D & D-D Functions Are Not Included
\$1,828	\$1,669

Conclusion

The activities of the OCE-TR Team identified in this case study have emphasized the two basic concepts of "outcome orientation" and "data based decision making", as they apply to the design, development, implementation and evaluation of teacher education programs in the colleges and public schools of Oregon. The commitment of the OCE-TR Team and its ever broadening group of clients to these two concepts has "bridged the gap" and has resulted in the following benefits to OCE and the public schools:

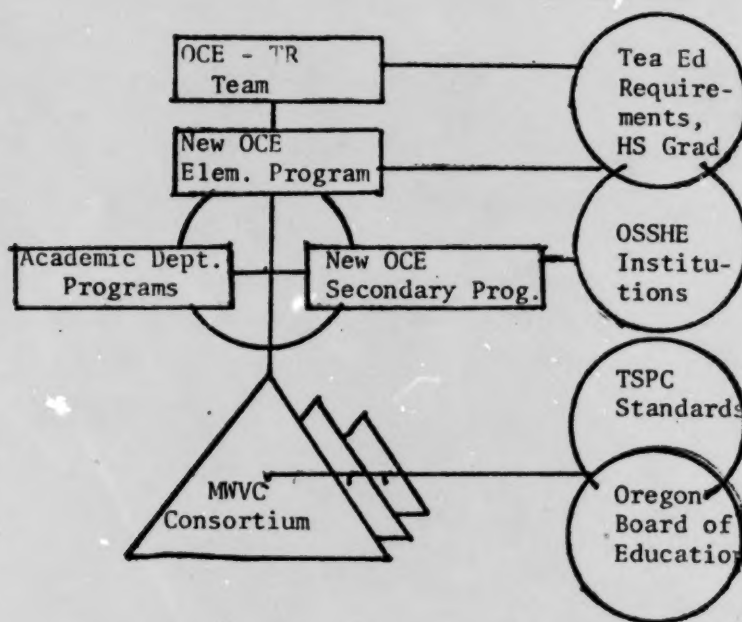
1. A greater understanding of and appreciation for the responsibilities of a teacher;
2. A commitment to improving instruction provided by teachers through helping them be able to specify more precisely and clearly the learning outcomes desired for children and helping them be able to collect the information they need to make sound decisions for program improvement;
3. A renewal of all participants by engaging in an examination of the profession of teaching, and taking part in its many faceted activities; and
4. A design for and the commitment to the utilization of research in studying children and their teachers as they interact in the teaching-learning process.

The case study has provided a description of the activities undertaken by the OCE-TR Team to this point in time. Each of these activities was "outcome oriented" in its approach, and each provided "data base" for program improvement and research.

It can be seen from the activities described how the OCE-TR Team has influenced the quality and direction of teacher education in the mid-Willamette valley, and in the state as a whole. Our plan is to continue to improve our teacher education programs at OCE by engaging in research studies on both short term and long-term program effects that can be utilized systematically to vary program design. The results of these studies will be made available to the profession at large.

We of the OCE-TR Team are looking forward to our future activities with anticipation of self-renewal and self-improvement in our own inter-relationships, with other professionals in the field, with our students in our programs, and with the children in the public schools.

Figure 1 shows the interrelationships between these activities.



The goal of the OCE-TR Team is to improve the process of teaching children at the "preservice" and "inservice" levels for undergraduate teachers-in-training and graduate teachers-in-service. In order to determine how close a program of Teacher Education is to attaining the goal the OCE-TR Team agreed that such a program must be "outcome oriented" and "data dependent." The program activities must be "outcome oriented" in that the goals for the activities must initially be stated in terms of what the children are able to say and/or do as a result of what the teacher says and/or does. Or the outcomes for the activities have to be stated in terms of what the teacher (to be) is able to do and/or say as a result of what the program says and/or does.

Once the OCE-TR Team Members agreed on what the outcomes meant and what were their importance in relation to the Team Goal of Improved Instruction, then an assessment process was developed that identified whether or not the problem specified in the outcome did exist, in what varieties and to what extent it

existed, as well as what was the prevailing practice as performed by the professional at that time. Assuming that the Problem specified in the Outcome did exist, then Program design, development, implementation and evaluation procedures were initiated. Each of these procedures was constructed in ways that produced data. These data were used to provide feedback to each procedure so that choices were identified and decisions were made.

Following Phase I of the USOE Model Schools Program²: The Design of the ComField Model and Phase II: The Testing of the Feasibility of the Model at OCE, the OCE-TR Team agreed to adopt the two basic concepts of "outcome orientation" and "data dependence" as the central concepts of any program development for Teacher Education.

This case study will indicate how each effort of the OCE-TR Team, in conjunction with an ever-broadening clientele utilized the two basic concepts in order to improve the instruction provided to the children of the State of Oregon.

THE OCE ELEMENTARY TEACHER EDUCATION PROGRAM

The OCE Elementary Competency Based Teacher Education Program was the initial effort of the OCE-TR Team. The Program was awarded the The Distinguished Achievement Award at the 1974 Annual Meeting of the A.A.C.T.E.³

Since that time the total Elementary Program has revised its "on-campus" activities in the form of a detailed Syllabus.⁴ The Syllabus sets objectives and

² The reader is referred to "Appendix B: Information About ComField."

³ The reader is referred to the write-up "The OCE-CBTE Program: From Commitment to Practice" (1974) for a description of the Elementary Teacher Education Program at that time.

⁴ The reader is referred to "Appendix C: The Professional Preparation of Elementary Teachers: Phase I and II: Pre-Student Teaching Experiences. A Syllabus for Ed 361, 362, and 473 (August, 1976)."

indicators for a wide range of "on-campus" activities thought to be essential knowledge and theory. A prospective teacher needs to demonstrate competency in knowing them before and during the "field-centered" activities of becoming a teacher. Data have been collected as to the utilization of the parts of the Syllabus and as to whether that knowledge and theory contribute to enabling the pre-service teacher to demonstrate his competence as a teacher in the field. The "field-centered" assessment system has been refined and improved through data gained from college supervisors and classroom supervisors use of the instruments. Competencies to be demonstrated, indicators of successful demonstration of competence, standards for performance, the rating system and scale for rating have been revised.⁵

The data for the costs and benefits related to conducting the OCE-TR CBTE Program have been gathered. Generally speaking, the costs to OCE for the "campus-centered" activities have remained the same. The "field-centered" activities are more expensive when the CBTE Program costs are compared with the "old" Elementary Education Program. The "costs" to the school districts have increased in proportion to the more extensive amount of time the pre-service teachers spend in the field. The benefits for all participants appear to be in a clearer definition of what competencies the student is to demonstrate in order to be approved for teacher certification as well as a better clarification of the roles and functions to be performed by the college supervisors and the classroom supervisors. In other words, the "outcomes" are more clearly identified and the "data" have been utilized in making decisions about the student's mastery

⁵ For the latest revised set of assessment instruments, the reader is referred to "Appendix D: Instruments Utilized for the Assessment of Competency."

of the knowledges and skills that are assumed to be important to teaching and their competency to teach.⁶

Follow-Up Study

In addition to the revision of the "on-campus centered" activities and the "off-campus centered" activities of the Elementary Education Program, a comprehensive "Follow-Up Study of Elementary Graduates" was developed. The outcomes for the "Follow-Up Study" were:

- . To find out how OCE graduates are doing as teachers, including strengths and weaknesses, so that the college can modify its teacher preparation programs accordingly. The information was to come from the graduates, their principals, colleagues, and OCE observers.
- . To provide an opportunity for graduate teachers and principals to suggest changes that need to be made in the teacher preparation programs at OCE.
- . To provide OCE with information about the changes occurring in education in Oregon and to study the implications these changes have for teacher preparation programs at OCE.
- . To gather the data necessary to answer important research questions such as: the extent to which it is possible to predict success in teaching performance as a teacher while still in college; or the extent to which the context in which teaching occurs influences the success a teacher is likely to experience.

Other objectives were related to a broader field-test of an assessment system of teaching competency and an opportunity to offer continued encouragement and help to our graduates.

A "mail-telephone study procedure" and an "on-site study procedure" were utilized from a "pilot study" conducted during 1974-75. Six major sets of data were collected and analyzed. The data included judgments made by the graduates,

⁶ For additional details describing the OCE-TR CBTE Program and the Costs-Benefits Study in particular, the reader is referred to "Appendix E: 'Part V - Costs, Benefits and Related Considerations' taken from 'Commitment to Practice: THE OCE-TEP' published by the AACTE, PBTE Series: No. 20 (1976)."

the principals, and the OCE observers as to the graduate's competency as teachers and as leaders. Judgments by the graduates and the OCE observers were made on the "typicality" of the teaching situations to which the graduates were assigned. Judgments were made by the graduates and the principals as to the graduates' attitudes toward being a teacher and toward teaching. Both the graduates and the principals indicated strengths and weaknesses of the OCE-TEP as it contributed to the graduates' success as teachers.

In general the data supported the assumption that OCE graduates could perform as teachers in a competent and professional manner. Only one graduate out of the twenty-four graduates was judged as being weak in his/her demonstration of competence. Fifty percent or more of the graduates were judged as providing leadership in the buildings to which they were assigned.⁷

Selection and Admission Procedures

It was determined that the present system of "screening and admission" to the Elementary Teacher Education Program was limited in that a student had to have a "c" grade or better in a Speech course and a Writing course taken at OCE or they had to pass a speech and a writing test developed by the OCE Teacher Education Committee. A second problem was related to placing those students who were admitted to the Program in the Block Classes.

The OCE-TR Team set about to revise the procedures and materials utilized in such a way that the objectives of student selection and assignments to an Elementary Block class could be met and so that data could be gathered for research to be carried out. All students desiring admission into the Elementary Teacher Education Program would take a writing test and have an interview. The student

⁷ For a more complete description of the "Follow-Up Study" methodology and findings the reader is referred to "Appendix F: Oregon College of Education Follow-Up Study of Elementary Graduates, 1976."

would write an opinion about one educational problem he/she selected from a list of several problems. The writing papers were scored for the completeness of thought and/or argument. The writing test would also receive a score combining correct penmanship, punctuation, and correct spelling of words used.

The interview was also scored as to the student's speaking ability, composure, and ability to explain and/or argue a point. His G.P.A. and his college experience to date was collected as well.

The Elementary Division Faculty in-serviced itself on the procedures and materials through meetings, the pairing of interviewers, and committees who met and examined the scores obtained by the students. No single score kept a student from being selected and admitted into the Elementary Block Programs. However, the writing test must be completed to a standard of satisfactory established by the Elementary Education Faculty. Students who were selected into the Block Program were notified by their names appearing on a list that explained which Block section the student was assigned to. Those students not selected into the Elementary Teacher Education Program were notified by mail and by a conference scheduled with the Director of the Division of Elementary Education. The OCE-TR Team is setting up research at this time to identify variables that could be utilized as predictors of success in teaching.

To summarize, the gaps that were bridged by the OCE-TR Team for the Elementary Education Program were:

- . Revised "on-campus centered" activities in the development and use of a Syllabus.
- . A revised "assessment system" for use in determining competence as a teacher in the "field centered" activities.
- . A "follow-up study" methodology and materials for program improvement and research.
- . A revised "selection and admission" procedure and materials for enrolling students in the Elementary Education Program.

THE OCE SECONDARY EDUCATION PROGRAM

The OCE-TR Team's next move was to "Bridge the Gap" and join with the Secondary Education Faculty in improving the Secondary Teacher Training Program.

Five major objectives were set:

- To improve the "on-campus centered activities" and the "off-campus field centered activities" through the examination, adaptation, and implementation of a "Secondary Block" Program,
- To conduct a "follow-up study" program similar to the one developed by the Elementary Teacher Education Program that was modified to meet the Secondary Education Program and the Academic Departments particular needs,
- To establish a closer working relationship with the Academic Departments across campus,
- To develop a research setting for the study of Secondary Teacher Education, and
- A refinement of the Secondary CBTE with TR serving the support role curriculum development and quality assessment.

A plan was developed for assisting the Secondary Faculty in their design, development, implementation and assessment of a Secondary CBTE Program. Through a selection and/or hiring process, joint appointments were made to the Education Department and the other Academic Departments. These key personnel became identified as those faculty members who would contribute the concerns and desires of the Academic Departments to and with the Secondary Education Division Faculty. Closer relationships were established between the Academic Departments and the Education Department through the use of Planning Retreats that were held off-campus. In addition, the establishment of regular weekly faculty meetings for both sets of personnel were held on campus. This helped to speed up the implementation of the Secondary CBTE Program.

The Teaching Research Division is working with the Secondary Education Program at this point in assessing the quality of the "on-campus" centered

activities⁸ and the "off-campus" centered activities.⁹ What has evolved out of these activities is a more specified and public procedure for a Secondary student to follow in his progress through the Program. His/her first Professional Education course taken is the Secondary Block, Ed 363: Learning and Instruction in the Intermediate and Secondary School (grades 5-12). This course is taken in one quarter for 11 credits and includes extensive (two hours per day) laboratory sessions in a public junior and senior high school that is supervised by the Secondary Education Faculty. Secondary Faculty members are in the schools four to five times each week. The aim of the course is to act as "a screening device" by giving both the student and the college some data on which to make a decision on the advisability of proceeding with a teaching career before major investments in time and money have been made.¹⁰

After successful completion of Secondary Block, the student's record of competency is forwarded to his/her subject matter department where he/she is able to continue working on selected competency development while taking the "Special Methods Course in the Subject Area."¹¹ A further use of the Assessment Instruments and the Quality Assurance Program (Teaching Research) is utilized by the public school personnel and the college supervisors during the full quarter of Student Teaching. At the end of each quarter the College Supervisors are given a print-out of the Quality Assurance data, which is a record of their observations in comparison to the school's supervising teachers.

⁸ The reader is referred to "Appendix G: Planned Course Statements" and "Secondary Education Guide."

⁹ The reader is referred to "Appendix H: Oregon College of Education Competence Assessment Form."

¹⁰ The reader is referred to "Appendix G: Planned Course Statements," p. 2.

¹¹ For a description of the student's work in the "Special Methods" course the reader is referred to "Appendix J: Course Descriptions For Some Of The 'Special Methods' Courses" offered by the Academic Departments.

Follow-Up Study

Two uses have been made of the follow-up study methodology developed by the Elementary Education Program and modified to meet the needs of the Secondary Education Program. The objectives of the follow-up study were similar to those indicated for the Elementary Education Program. The "on-site study" methodology was adopted. Generally, the graduates were viewed by principals, supervisors and college observers as very competent teachers. The graduates' teaching in the areas of Humanities, Music, Biology, Mathematics, and Social Science appeared to be most competent, while those graduates in Art, Health/Physical Education, and Physical Science were not far behind. Graduates and principals agreed that more practical information on classroom management, more materials-methods classes, and more practical lab experiences were needed. It is in this area of endeavor where the faculty who have joint appointments in Education and the Academic Departments were most responsive. The findings of this "follow-up study" were then presented to the Academic Departments for improving the academic and special methods course offerings to their students.¹²

As a result of the joint efforts of the Secondary Education Faculty from all Departments, the outcomes for the Secondary Education Program are being reached and the gaps are being bridged. We now have: 1. A campus-wide Secondary Education Program that is coordinated within the Academic Departments and the Education Department along with the Teaching Research Division. 2. Improvements to the Program are being made using "outcome-oriented" program planning and development that has a "data base" from within the college in terms of CBTE and outside the college in terms of systematic data obtained from graduates, teachers,

¹² For additional information the reader is referred to "Appendix K: An Overview of the 1976-77 Follow-Up Study on Graduates of the OCE Secondary Teacher Preparation Program."

and principals in the public schools. 3. Data being utilized for research by the Teaching Research Division which are similar to those from the Elementary Education Program.

THE TEACHER STANDARDS AND PRACTICES COMMISSION

A bridge to another area in 1972 includes the refinement of the "Process Standards for Educational Personnel Development Programs," submitted by the Teacher Standards and Practices Commission (TSPC) to the Oregon Board of Education. The Process Standards represented two emerging national movements: competency based teacher education and consortia centered teacher education operated by a college, a school district, a professional organization, and students enrolled in the teacher education program.

The concept of "consortia" was first tested at OCE during winter and spring quarter of 1972 with one section of Elementary Block students and the student teachers assigned to the OCE Campus Elementary School (CES), the OCE faculty members assigned to the Block section, the Director of the Division of Elementary Education, and the Administration and Faculty of CES. Weekly breakfast meetings were established for the college teachers, the CES Faculty and Administration, and elected representatives from the Elementary Block students and student teachers. Prior to this meeting a portion of the "on-campus centered" class period was utilized to enable the Block students to meet with their representatives and inform them of their concerns. The student teachers utilized a part of one day after school to meet with their representatives to inform them of their concerns. At the weekly meeting, these two sets of concerns and those suggested by the CES Faculty and the College Faculty were discussed and acted upon. They became a part of an agenda set up by the CES Principal who acted as chairman of the

consortia. Each member had one vote. Two-thirds of the CES Faculty and OCE Faculty and at least one of the two representatives of the Block students and at least one of the two representatives of the student teachers were required to be present to constitute a quorum for the meeting. The meetings examined the components of the Teacher Education Program and made suggestions on how to make it work more effectively as well as who was able to do the work. The consortia found that an agenda was most helpful, followed by minutes that included all items that were agreed upon. All participants felt good about the "consortia" concept in that each group was able to see changes that needed to be made and that the changes took place. All felt that the disadvantage of the increased amount of time that they were involved in the "consortia" was still of benefit to the participants. The second disadvantage of having one student teacher and two block students assigned to one teacher was corrected.

The CBTE portion of the Elementary Education Program was designed, developed, tested and assessed during the Spring and Fall quarters of the following year. These experiences were called upon by the TSPC. They requested that representatives of the OCE-TR Team meet with them in designing the Standards. The Standards are not meant to be interpreted as narrowly prescriptive. But they do represent processes by which Teacher Education Programs for Elementary and Secondary Schools are to be designed, developed, implemented, evaluated, and modified. The major emphasis requires that these efforts be done through the active involvement of those parties who are to be affected by them. The consortia of these interested parties are to be "outcome oriented," in development of professional competence and "data based" for information and research, and for evaluation and renewal. The standards provide for the establishment of consortia to consist of representatives from professional organizations, public school districts, one or more institutions of higher education, and students enrolled in education

programs. Objectives, decision-making and implementation procedures, and evaluation and renewal elements for consortia are specified. Needs for training (in-service and pre-service) individualization and personalization, field centered activities and situations for consortia are identified. Staff and student utilization procedures for consortia are also delineated.¹³

The OCE-TR Team continues to work with the TSPC in the evaluation of and modification of these Standards. Formal consortia were established at Eastern Oregon State College (La Grande, Oregon), at Southern Oregon State College (Ashland, Oregon), and at Oregon College of Education (Monmouth, Oregon). A more limited consortium was established at the University of Oregon, School of Education (Eugene, Oregon). Representatives from the OCE-TR Team presently meet with the other consortia upon request.

THE MID-WILLAMETTE VALLEY CONSORTIUM

The gaps that were bridged by the OCE-TR Team working with the TSPC of the State of Oregon are summarized as:

- . The process to establish the basic competencies that students are to demonstrate upon completion of public high schools was identified and made a part of the "Standards" for schools.
- . The "Standards" prospective teachers are to meet for certification purposes have been set.
- . The "Standards" related to the establishment, organization and utilization of "consortia" to develop programs for teacher education have been established.

The major effort of the OCE-TR Team is with the OCE-related Consortium, "The Mid-Willamette Valley Consortium for the Improvement of Education." Up to this point in time the governance of any teacher education program rested in

¹³ For a review of the "Process Standards for Educational Personnel Development Programs" as developed by TSPC with the OCE-TR Team, the reader is referred to "Appendix L."

the hands of the college. Now by law, any new programs are to be governed by a Consortium.

The OCE-TR team joined with representatives from four public school districts and three county-wide intermediate education districts in the formation of the Mid-Willamette Valley Consortium (MWVC). It soon became apparent from the early meetings that the activities of the Consortium were not going to be limited to improving the teacher education programs at OCE. The school districts and county IED's were able to present the demands placed on the public schools of Oregon. Further discussion revealed that these concerns represented pre-service as well as in-service training needs that would require programs to be developed by the Consortium for both the college and the public schools. Therefore, the objective of the MWVC was established "...as a means of formally recognizing the need of a variety of educational agencies to join in common cause to meet increased demands on public school(s) and teacher education in Oregon."¹⁴

Three levels of participation are recognized by the Consortium:

Level I: Observer: Institutions and agencies may observe but do not contribute to the development or operation of programs. No financial contributions are made.

Level II: Associate: Limited participation by institutions and agencies in the development and operation of Consortium programs. They may be represented on the "Program Planning and Budgeting Council (PPB)" but not on the Board of Directors. Financial contributions are required for the operation of the Consortium.

Level III: Member: Full participation by institutions and agencies with representatives on the Board of Directors and the PPB. They are eligible for selection as pilot and/or developmental sites for programmatic activities. Financial contributions are required.

Meetings are scheduled for the Board of Directors, the PPB and the Consortium Assembly. The Consortium Assembly is to serve as the means of communicating the

¹⁴ _____ . "Policies, Procedures, and Organization Manual: The MWVC for the Improvement of Education." June, 1977. See Appendix M.

program development and activities to the participating institutions and agencies. The PPB Council serves as an advisory group to the Board of Directors about programs, priorities, workplans, budgets, selection of projects and research activities, selection of pilot testing and program development centers, and appointments to Task Forces and committees. Task Forces are special standing committees generally formed on an ad hoc basis to solve a special problem. They may also serve as consultative and general direction for Consortium programs.

Priority Consortium activities for this year are in three interrelated categories:

- . Activities designed to help member districts meet the requirements of Public Law 94-142.
- . Activities designed to help member districts meet the requirements of the new Standards for Elementary and Secondary Schools in Oregon.
- . Activities related to reviewing the OCE Elementary and Secondary Teacher Preparation Programs, at the undergraduate and graduate levels, to insure that they meet the current needs for the entire State of Oregon.¹⁵

The gaps that have been bridged by the OCE-TR Team's efforts with the MWVC can be summarized as follows:

- . The Consortium is established with members from OCE, county IED's, and public school districts, to improve education.
- . A priority listing of consortium activities has been compiled and agreed upon. These activities reflect the needs of both the public schools for in-service training and OCE for pre-service training.
- . The activities reflect two general movements in education today:
 - consortia operated education programs
 - competency based education for students and for teachers.

¹⁵ For more information on the activities of the Consortium the reader is referred to "Appendix N: Recommendations of the PPB Council."

THE OREGON STATE SYSTEM OF HIGHER EDUCATION (OSSHE)

The OCE-TR Team has a long history of involvement with the OSSHE beginning with the O.S.O.E. Model Programs Activities (both Phase I: Design and Phase II: Feasibility) and following with reports of progress and research to the OSSHE Board. The OCE-TR Team has continually updated the colleges and universities governed by the OSSHE about the CBTE Program at OCE. Many of the concepts, techniques, and materials developed by the OCE-TR Team for use with their CBTE Program have been tried out by various institutions. For example, Southern Oregon State College (Ashland, Oregon) has utilized the "Field-centered Competency Assessment System." Eastern Oregon State College (La Grande, Oregon) has attempted to "Block" their "on-campus centered program" using many of the procedures for doing so that were developed by the OCE-TR Team.

Most recently, the OCE-TR Team has been involved with the OSSHE in promoting the "Follow-up Study" methodology and materials for use by all teacher education programs in the OSSHE.¹⁶

Two gaps are to be bridged by this activity:

- . Data from the "Follow-up Study" materials and methodology may be utilized by a teacher preparation institution to improve its program.
- . Data from the "follow-up studies" may be utilized for research to compare the short term and long term benefits of one college's teacher preparation program with the teacher preparation programs of the other institutions.

BUDGET

The base budget for the operation of the elementary and secondary programs at Oregon College of Education amounts to approximately \$367,483. Using the

¹⁶ For more information, the reader is referred to "Appendix O: OSSHE Task Force on Evaluative Follow-Up."

budgeting categories of the college, these costs are allocated as shown in Table 1. Approximately 200 elementary majors and 200 secondary majors graduate from the programs each year.

The cost-benefit study carried out on the elementary program during the first three years of its implementation provides additional information that might be of interest to persons who might wish to implement a similar program. Table 2 summarizes program related costs by major category of activity within that program. During the 1975-76 and 1976-77 school years when research, development and documentation-dissemination costs were involved in the operation of both the elementary and secondary programs, development costs remained at approximately \$20,000 per year and research costs increased to approximately \$20,000 per year. The costs of documenting and disseminating information about both programs has dropped to approximately \$7,500 per year.

Estimates of per student costs in the elementary program for the years ahead, when research, development and documentation-dissemination activities are included as part of overall program costs, are shown in Table 3.

Table 1. A Summary Of Funds Budgeted By The College For The Professional Components Of The Elementary And Secondary Teacher Preparation Programs

	Elementary	Secondary
Education and Psychology Faculty	\$ 202,030	\$ 163,453
Materials, Supplies, And Related Expenses	<u>1,000</u>	<u>1,000</u>
TOTALS	\$ 203,030	\$ 164,453

Table 2. A Summary Of Costs Associated With The ComField-Based Elementary Program At OCE During The First Three Years Of Its Implementation

	Development Costs	Operation Costs	Research Costs	Doc-Dissem Costs	TOTAL
1972-73 (start up: 45 students for 2 terms)	\$ 33,650	\$ NA	\$ 2,180	\$ -0-	\$ 35,830
1973-74 (first year of full operation: an average of 240 students per term)	17,443	360,905	11,015	12,195	401,558
1974-75 (an average of 270 students per term)	<u>21,000</u>	<u>450,075</u>	<u>13,795</u>	<u>8,735</u>	<u>493,675</u>
TOTALS	\$ 72,163	\$ 810,980	\$ 26,990	\$ 20,930	\$ 931,063

Table 3. A Summary Of Estimates Of Per Student Cost For The Elementary Teacher Preparation Program At OCE In The Years Ahead

Estimated Per Student Cost When Research, Development And Documentation-Dissemination Functions Are Included	Estimated Per Student Cost When The R, D & D-D Functions Are Not Included
\$ 1,828	\$ 1,669

CONCLUSION

The activities of the OCE-TR Team identified in this Case Study have emphasized the two basic concepts of "outcome orientation" and "data based" for decisions made on the design, development, implementation and evaluation of teacher education programs in the colleges and public schools of Oregon. The commitment of the OCE-TR Team and its ever broadening group of clients to these two concepts has "bridged the gap" and has resulted in the following benefits to OCE and to the public schools:

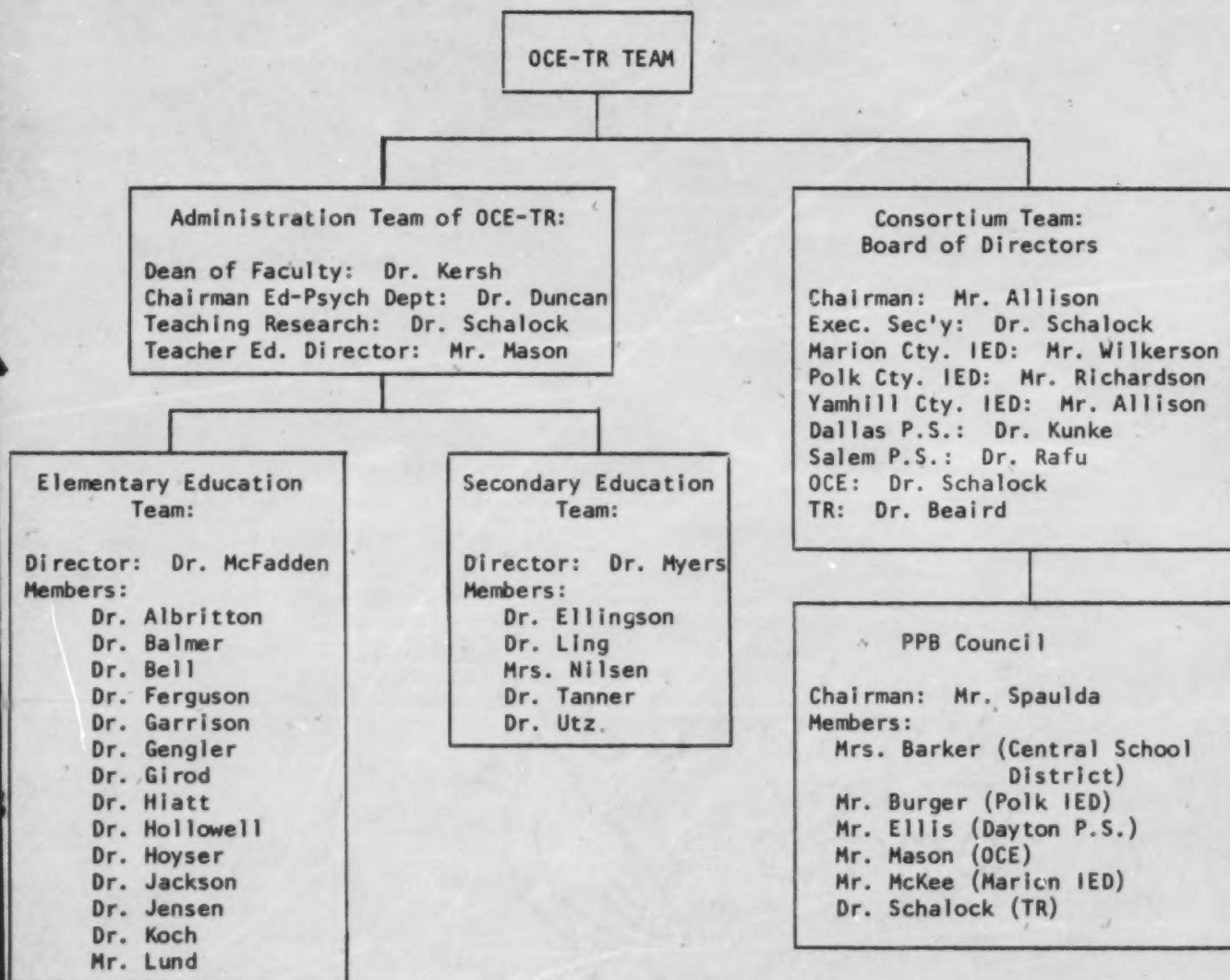
- . A greater understanding of and appreciation of the role and task of the teacher.
- . A commitment to the task of improving the instruction provided by teachers through specification of more precisely and clearly stated outcomes for children and teachers as well as techniques and materials for the gathering of related data to make decisions for program improvement.
- . A renewal of all participants by engaging in an examination of the profession of teaching and taking part in its many faceted activities.
- . A design for and the commitment to the utilization of research activities in studying the children and their teachers as they interact in the teaching-learning process.

The Case Study has provided a description of the activities undertaken by the OCE-TR Team to this point in time. Each of these activities was "outcome oriented" in its design, development, implementation, and evaluation. Each of the activities provided a "data base" for use by the participants for program improvement and for research study.

It can be seen from an overall view of these activities how the OCE-TR Team has played a key role in developing CBTE in Oregon that is consortium operated. Our plan is to continue to develop a teacher education program that is completely "outcome oriented" and "data based" and is a context for research of short term and long term effects that will systematically be utilized to vary the program's design.

We of the OCE-TR Team are looking forward to our future activities with anticipation of self-renewal and self-improvement in our own inter-relationships with other professionals in the field, with our students in our programs, and with the children in the public schools.

APPENDIX A: OCE-TR TEAM: MEMBERSHIP AND ORGANIZATION



APPENDIX B:
INFORMATION ABOUT
COMFIELD

information about

COMFIELD

**A Competency Based,
Field Centered,
Personalized and
Systematic Model for
Elementary Teacher Education**

Monmouth, Oregon 1970

SOME INFORMATION ABOUT COMFIELD

A Competency Based, Field-Centered, Personalized
and Systematic Model for Elementary Teacher Education

Prepared and Edited by

H. Del Schalock
Bert Y. Kersh
Larry L. Horyna

Oregon College of Education

February, 1970

Prepared pursuant to a contract with the United States

Department of Health, Education and Welfare,

Office of Education, Bureau of Research.

Contract No. OEC-0-9-470506-4039(010).

PREFACE

Since 1967, educational agencies and institutions in the Pacific Northwest have been engaged in a cooperative effort geared toward the development of a unique, new approach to elementary teacher education. This approach is known as the ComField Elementary Teacher Education Model or more simply, ComField, a contraction for competency based and field centered. From its inception through its current stage of development, ComField has reflected a commitment to the belief that a teacher education program should be 1) competency based; 2) field centered; 3) personalized; 4) systematically designed and operated. This commitment has led to the design of a program model which ultimately could have many implications for change within existing teacher education programs and this paper alludes to some of these implications. However, before moving to a description of the model and a review of its developmental history two basic points should be clearly understood.

1. "The ComField model" or "the model" referred to in this publication is not an operational model at this point in time. Rather "the model" is a conceptual framework consisting of a set of ideas which have yet to be tried in actual practice although individually they have had some validity checks. Consequently, "the model" is not at all firm, fixed, or field tested at this juncture.
2. ComField is a generic model; it does not specify what the exact nature of any given teacher education program should be. While it does establish broad program guidelines, it also provides latitude for individual institutions to give the program operational definition within their particular setting. In this sense ComField is only broadly prescriptive and the work of program planning and operation is left to those who will be most directly involved in it within any specific college or university that prepares teachers for elementary schools.

Several years of work remain to be done before a ComField based program can be fully implemented in any college or university. Therefore, the purpose of this paper is simply to provide a basis for understanding the model and perhaps highlight some of the complex issues which must be resolved before ComField can become operational.

CONTENTS

	<u>Page</u>
Preface	1
A HISTORICAL REVIEW	1
Overview and Rationale	1
The Origin and Early Development of the ComField Model	2
Testing the Feasibility of the ComField Model	3
Prospects for Implementation	5
BASIC TENETS OF THE COMFIELD MODEL	5
The OCE Definition of a Competency Based Program	6
The OCE Definition of a Field-Centered Program	7
The OCE Definition of a Personalized Program	9
The OCE Definition of a Systematically Designed and Operated Program	11
THE STRUCTURE OF THE PROGRAM	12
THE CONTENT OF THE PROGRAM	14
The Foundations Thread	16
The Self-Confrontation Thread	19
The Professional Orientation Thread	20
The Professional Integration Thread	21
The Interaction Between Curricular Threads	25
THE OPERATION OF THE PROGRAM	27
SUMMARY	31

A HISTORICAL REVIEW

Overview and Rationale

In the fall of 1967 the U.S. Office of Education initiated a three-phased project designed to provide outstanding or model programs for the professional education of elementary teachers. The first phase of the project was to develop general program models, the second to test their feasibility, and the third, depending upon the results of the feasibility study, to implement two to four model based programs. These would serve as demonstration programs for elementary teacher education across the nation. The rationale underlying the models program was stated as follows:

Because of the key role that teachers play in facilitating learning, particularly with young children, he/she must have the most up to date theoretical and substantive knowledge and professional skills to perform successfully. To date, research and development activities have generated new knowledge, materials, and methodologies with great potential for improving the effectiveness and efficiency of the teaching-learning process. If funds are made available, institutions should be able at this time to completely restructure their teacher education programs to include the best of what is now known and available (from page 1 of the request for Phase I proposals).

Thus, the development of new models for the preparation of elementary teachers was not construed as a frontal attack on existing teacher education programs. Rather, the development of the new models was based on the changing conditions in America's schools and the need for teacher preparation which acknowledges these changes. Therefore, the total models program is perhaps but a further step in a long evolutionary process. More specifically, the changing conditions which prompted the models program are viewed as being:

1. The movement toward an individualized approach in education;
2. The movement toward an emphasis on learning how to think and how to learn, as well as an emphasis on the noncognitive aspects of life;
3. The movement toward the utilization of technology for educational purposes;
4. The movement toward a positive attitude about individual differences;
5. The movement toward the concept that schools must be intimately

related and responsive to the communities they serve;

6. The movement toward an educational system which recognizes and nurtures a wide variety of talents and fields;
7. The movement toward a multi-cultural, global perspective of the world and education; and
8. The movement toward an educational system which emphasizes performance.

Phase I of the project, to be completed by October 31, 1968, was to produce general conceptual models or blueprints for exemplary teacher education programs. In the request for proposals to develop such models the task was defined as preparing "...educational specifications for a comprehensive undergraduate and in-service education program for elementary teachers." In the context of the request elementary education included preschool, primary and intermediate grades. However, there were two constraints under which the developers of the models were to operate:

- 1) a "systems analysis" approach was to be used in their development, and
- 2) the models were to be prepared "...in sufficient detail to enable ready development into operating programs and full implementation by other institutions that train teachers."

The U.S.O.E.'s request resulted in the submission of some 80 design proposals from colleges, universities, and educational research and development agencies throughout the nation. Nine of these proposals were eventually funded to support Phase I development. The proposals which received funding support were those submitted by Florida State University, Michigan State University, Syracuse University, Toledo University, the University of Georgia, the University of Massachusetts, the University of Pittsburgh, Teaching College, Columbia University, and the Northwest Regional Educational Laboratory in behalf of a consortium of institutions and agencies within the Northwest region of the United States.

The Origin and Early Development of the ComField Model

In reaction to the USOE request for proposals to develop a model program, representatives of educational institutions and agencies in the Pacific Northwest were assembled by the Northwest Regional Educational Laboratory to discuss the feasibility of responding to the request jointly. After considerable discussion it was agreed that a proposal should be prepared by and submitted in the name of a consortium of institutions and agencies in the Northwest, and that representatives from these institutions and agencies should collectively develop specifications for the model program. The Consortium consisted of

representatives from 26 colleges and universities in the Pacific Northwest; 5 state departments of education (Oregon, Idaho, Montana, Washington, Alaska); Teaching Research, a Division of the Oregon State System of Higher Education; and the Northwest Regional Educational Laboratory. The rationale underlying the decision to move as a consortium was twofold: a) the recognition that the development of a teacher education program of the kind anticipated was a task of sufficient magnitude and complexity as to require resources beyond those available to any one institution, and b) the experience of several members of the Consortium in experimenting with the kind of program that was generally desired.

The defining characteristics of the program desired by members of the Consortium were:

- 1) that the demonstration of competence in the performance of specified teaching tasks be the basis for certification;
- 2) that colleges and public schools be full partners in the development and execution of the program;
- 3) that the program be individually adaptable or "personalized" to those going through it, and
- 4) that it be continuously open to modification of the basis of cost/effectiveness and cost/benefits data.

Five products emerged from the work of the Consortium: a) a conceptual framework for the model, b) general model specifications, c) specifications for the application of the model to specific teacher education programs, d) statements of rationale in support of both sets of specifications, and e) examples of how various elements within an operational teacher education program might look if they were designed according to the specifications. By and large, these products differed from those that derived from the work of the other model builders, for with one or two exceptions the "models" that others produced were in fact designs for operational programs. By contrast, and in keeping with the literal interpretation of the term model, the planners of ComField interpreted their charge as one of developing specifications for a general purpose model that could be used as a guide in the development of a wide range of operational teacher education programs.

Testing the Feasibility of the ComField Model

Following a review and evaluation of the nine reports submitted in Phase I, the Bureau of Research requested proposals to translate the general models into prototype operational programs complete with cost estimates for their development and implementation over a five year period. The Phase II effort was to be, in effect, a feasibility study for the development, implementation and operation of a teacher preparation program based on the specifications designed by one or more of the groups engaged in Phase I. At this juncture, it was specified that pro-

posals would be accepted only from teacher education institutions that graduated more than 100 elementary teachers per year, a stipulation which ruled out the possibility of a second proposal by the Northwest Consortium. This situation forced a decision as to which Oregon institution would enter the competition for Phase II developmental funds. Representatives of each institution within the Oregon State System of Higher Education considered this dilemma and resolved that Oregon College of Education would represent a consortium of Oregon institutions in the competition. With this approval, Oregon College of Education, in cooperation with the Teaching Research Division of the Oregon State System of Higher Education, submitted a proposal and was subsequently funded to engage in the Phase II development of ComField. This placed Oregon College of Education in the exclusive company of seven major universities in the development of model programs, as illustrated in Figure 1.

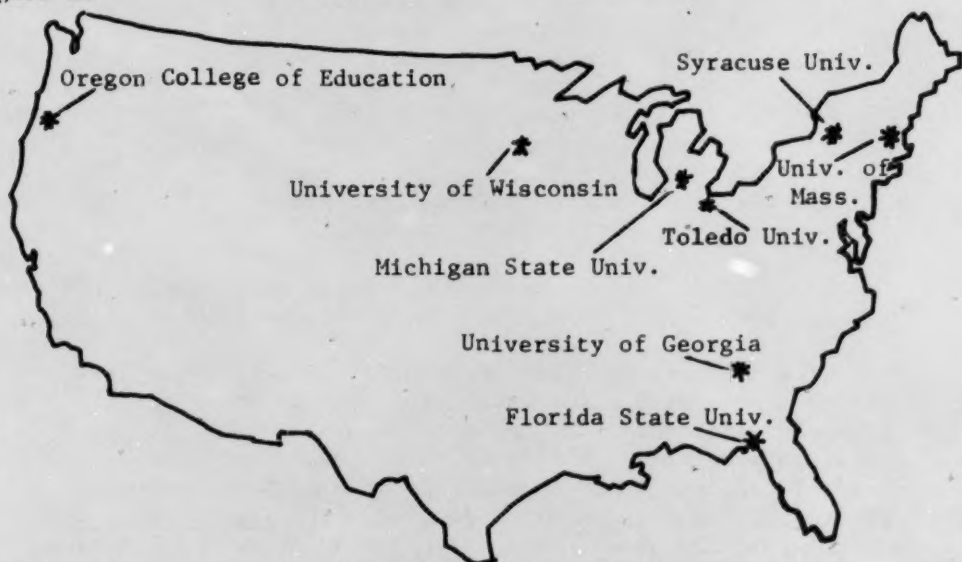


Figure 1. Institutions involved in the Phase II development of the new models for elementary teacher education

The Phase II development of ComField was initiated at Oregon College of Education in May of 1969 and progressed rapidly through the combined efforts of O.C.E. faculty members and administrative staff, Teaching Research staff, representatives of other Oregon institutions and agencies, students, public school personnel and other related groups. This work was completed and reported to the U.S. Office of Education in February 1970. This report included:

- 1) Projections for pre-school and elementary education in the United States generally and Oregon specifically through the 1970's;
- 2) Specifications for managing the development, implementation

and operation of a ComField based elementary teacher education program at Oregon College of Education over a five year period;

- 3) A determination of the appropriateness of the development, implementation and operation of the O.C.E. ComField program for other institutions preparing preschool and elementary teachers in the State of Oregon;
- 4) Cost estimates for the development, implementation and operation of the model based program at Oregon College of Education;
- 5) Preliminary plans for managing the development, implementation and operation of the model program on an integrated, state-wide basis.

The foregoing represents a rather superficial overview of the vast amounts of time, energy, and expertise which have been focused on the development of ComField over the past two years. While this investment has been extremely productive from the standpoint of conceptualization, one major hurdle has yet to be overcome: the final design, development, field testing, and actual implementation of a ComField based teacher education program at Oregon College of Education.

Prospects for Implementation

In early 1970, the U.S. Office of Education intends to evaluate each of the remaining eight model programs to determine their feasibility for implementation. Three or possibly four of the proposed models will then be selected for implementation in Phase III. The selection of models for Phase III will include a substantial commitment of federal funds to be used over an extended period of time (4-6 years) for the further refinement and eventual implementation of the models selected. This final phase will attempt to bring together, through a few demonstrations, the best elements of educational thinking, resources and techniques to bring about a distinct improvement in elementary teacher education. Hopefully, ComField will receive this Phase III support for it would hasten its further development and implementation at Oregon College of Education and throughout the state.

BASIC TENETS OF THE COMFIELD MODEL

While the requirements of the U.S. Office of Education have provided a general framework for the design and development of all of the model programs each model has its own distinct characteristics and emphases. Four relatively straightforward tenets have provided the framework for the design and development of ComField from its inception. In operant terms these tenets state that:

- 1) Prospective teachers should be able to demonstrate, prior to certification, that they can perform the functions for which they will be held responsible subsequent to certification;
- 2) An educational program should be personally appropriate to those going through it;
- 3) Educational institutions and agencies should join in full partnership with the public schools in the professional education of teachers;
- 4) The component parts as well as the total program should be systematically designed to a) bring about specific, assessable outcomes; b) provide continuous evidence as to the efficiency and effectiveness with which those outcomes are achieved; c) be adaptable on the basis of that evidence.

These tenets lend support to the more common descriptors of ComField as being competency or performance based, personalized, field-centered, systematically designed and operated. While these descriptors are quite general in nature, they do assume some very specific meanings within the framework of ComField and will therefore be discussed in greater detail.

The OCE Definition of a Competency Based Program

ComField focuses upon the development of competence with competence being defined in terms of "the ability of prospective teachers to perform those tasks for which they will be held responsible as teachers." Therefore, the curriculum needed to develop these competencies is perhaps best defined by statements of the performance capabilities of students. These performances should be derived from the best possible forecasts of the real life requirements to be imposed on students when they leave the college environment and assume responsibility for the lives of children. Although these competencies remain to be specified in a later stage of ComField's development, a first approximation calls for the determination of 14-16 general competencies which will be required of all prospective elementary teachers. Therefore, the competencies will not be exhaustive in terms of the discrete behaviors of teachers.

The procedures by which these competencies will be identified, demonstrated, and assessed need a great deal of refinement. However, the competencies can be defined in two broad categories: 1) Instructional Competencies and, 2) Instructional support competencies. Instructional competencies center around one's ability to bring about specific learning results in children. Examples in this category might include the development of group problem solving skills, the development of the ability to communicate in written form, or the development of sensitivity to the feelings of others. Instructional support competencies include all those tasks which a teacher must be able to perform in a school setting. This category might be exemplified by such tasks as the

development of broad curriculum plans, development of instructional materials, the preparation and administration of tests, the interpretation of school policy, or the interpretation of student performance to parents. Thus, instruction will become a matter of selecting, being committed to, and achieving a number of assessable competencies rather than enduring time-bound and predesigned learning experiences which may or may not result in overt behavior changes.

While the parameters of such a competency based program have not yet been fully defined, various characteristics have begun to emerge. A program based on measurable competence would likely:

- 1) Allow prospective teachers to challenge and bypass those learning experiences in which they can demonstrate an acceptable level of mastery.
- 2) Require prospective teachers to demonstrate their competence in a variety of settings.
- 3) Allow prospective teachers to recycle to gain additional competence at any point in their professional preparation.
- 4) Allow prospective teachers to perform in a simulated or controlled environment before assuming major classroom responsibilities.
- 5) Emphasize the measurement of achievement by competency level (i.e., ability to apply learnings in real-life situations) rather than duration of college attendance or amount of general knowledge.

A major consequence of such a competency based program is that the assessment of competence needs to be focused upon the products that derive from a teacher's behavior rather than upon the behavior per se. When assessing instructional competence this means that the performance of pupils needs to be assessed rather than how well a teacher asks questions, or lectures, etc. When assessing the performance of non-instructional competencies, it means that the products that derive from curriculum or materials development efforts need to be assessed rather than the behavior of the teachers in developing such products. While this focus does not deny the significance of what a teacher does, it does require that teacher behavior be viewed as a means to an end and not an end in itself.

The OCE Definition of a Field-Centered Program

When it is specified that a teacher education program shall be competency based and that competencies shall be demonstrated in both simulated and real-life educational settings, several questions are immediately raised. Who, for example, is to establish the criteria by which to judge whether competency is achieved and where are such com-

petencies to be demonstrated? Put in other terms, who is to determine the pupil outcomes for which teachers are responsible? Who is to determine the criteria for judging whether or not a prospective teacher has achieved those outcomes? What educational settings are to be used as a basis for experience? Other questions also arise: How, for example, is one to know whether the competencies that have been identified are in fact the ones most critically needed by teachers in a given setting at a given point in time? Who is to determine when a prospective teacher is ready to proceed within the program and how will this determination be made? Who is to determine when a teacher is ready to leave the program and enter the profession as a fully certified teacher? It is questions like these that gave rise to the concept that a ComField was to be field-centered.

The field-centered feature of ComField refers to the active involvement of other educational agencies in decision making relative to the teacher education process. Within ComField this multi-lateral decision making process involves a coalition between a college, the prospective teachers in that college, a set of local school districts, the citizens who comprise these districts, the State Department of Education, and the various professional education associations. Because of the nature of ComField, two additional members will be involved in this coalition: an educational research and development organization (Teaching Research) and a representative of the educational materials production industry (Litton Educational Publishing, Inc.). It is anticipated that all members of such a coalition will be involved in appropriate ways in specifying program objectives, determining minimum competencies to be demonstrated, developing the curriculum and materials that permit the program to function, being involved in decisions regarding certification, etc. The development of a mechanism which will allow this element of ComField to function is a priority concern of those who are developing the model. The model itself does not dictate specifically how a coalition is to operate, that is a matter that is to be resolved by the membership of each coalition.

By adopting the ComField definition of a competency based, field centered program the OCE Coalition has assumed a posture that has far reaching implications for the structure and organization of both the college and its participating schools. Operationally, mechanisms will have to be established which permit equal participation in:

- 1) establishing the competencies that are to be demonstrated under laboratory conditions;
- 2) establishing the behaviors or products of behavior that are acceptable as evidence of those competencies;
- 3) confirming the demonstration of competence under laboratory conditions;
- 4) establishing the competencies to be demonstrated under live classroom conditions;

- 5) establishing the behaviors or products of behavior that are acceptable as evidence of those competencies;
- 6) confirming the demonstration of competence under field conditions; and
- 7) the development and implementation of policy relating to the teacher education program.

While this represents a vast change from what now exists, perhaps the greatest change lies in the overall relationship of the public schools to the teacher education process. In contrast to being relatively passive hosts to student teachers, the schools will become actively involved at all levels of decision making relative to the program, and they will have to assume major responsibility for instruction and assessment within the program. Both require the performance of functions that do not now exist, and the creation of staffs who have a set of competencies that they currently do not possess. The assumption of responsibility for such functions will require major change in the operation of schools, a redistribution or reallocation of resources, and a major involvement in the preparation of resident teachers to perform such functions.

The OCE Definition of a Personalized Program

In the broadest sense, the concept of personalization focuses on all that happens to students within ComField. The personalization element is concerned with the question of students being clear about where they are going and how they are going to get there. It is also concerned with how students make sense or find relevance in an educational program in light of their individual characteristics and commitments. In short, the effort to personalize within the context of a ComField based program is concerned with the always present tension between the individual and "the system"; between the past and the future; between what is and what ought to be. In this light, ComField is an overt attempt to make instruction as relevant as possible to the needs and interests of students while striving to accommodate individual differences in learning rates, objectives, etc.

How does the ComField model attempt to deal with such issues? Generally speaking, it does so by designing the program in such a way that there are a wide range of options available to those going through it and by providing the means to ensure that the options chosen meet the needs of the individual student. Again the parameters of ComField's personalization element have not been fully identified but a number of characteristics have become fairly obvious. A composite view of these characteristics point out that a personalized program would provide:

- 1 within limits, the opportunity for students to negotiate the competencies that they will need to be able to demonstrate upon leaving the program;

- 2 the opportunity for students to negotiate the settings within which competence is to be demonstrated and to negotiate the criteria by which judgment about competence is to be made in those settings;
- 3 an opportunity for students to select from multiple learning experiences those that are most appropriate in terms of commitments, interests, background, learning style, etc.;
- 4 an opportunity for students to assess continuously that which they have committed themselves to do in terms of its meaning, its appropriateness to an emerging life style, and its appropriateness to an emerging teaching style;
- 5 an opportunity for students to gain an understanding of self as a basis against which to make judgments concerning their own future;
- 6 an opportunity for students to gain an understanding of the education profession as a basis against which to make sound judgments.

Three mechanisms have been designed to facilitate the personalization element of ComField. These mechanisms are sponsorship, negotiation and clinical supervision.

As used in the ComField model sponsorship refers to a continuing relationship between a college staff member and a student throughout the student's stay in the program. Sponsors and students are to be matched as closely as possible on the basis of interests and personality characteristics and are expected to come to know one another well. The aim of the sponsor-student relationship is to permit both student and sponsor to see one another as individuals - with needs and pressures and limited abilities - so that reasonable and meaningful negotiations can occur between the two. It is anticipated that sponsors will have a limited number of students (15-20) so that such a relationship can become a reality.

The clinical supervisor is a school based person who assumes primary responsibility for the instruction, assessment and general welfare of the student while he is in the school setting. In this capacity the supervisor works closely with the sponsor and assumes many of the sponsor's functions. It is anticipated that a clinical supervisor will carry responsibility for 15 to 20 "clinical" students (students enrolled in the clinical studies phase of the program or 5 or more "interns").

Another process designed to ensure personalization is negotiation, and within the context of the ComField model, negotiation is to be literally translated. This means that those who come to a negotiation do so with a position to be negotiated. Most negotiation within a ComField based program occurs between a student and his sponsor, with that

to be negotiated including the total program as well as each component part of that program.

The sponsor-student relationship begins as soon as the student declares an interest in the teacher education program. Student orientation to the program is the responsibility of the sponsor as is, the negotiation of competencies to be demonstrated, the short and long term work contracts relative to competencies, the exploration of feelings relative to that which occurs in carrying out contracts, and the management of the various learning experiences within the program.

The rationale underlying the sponsorship and negotiation strategy is straightforward. Responsibility for program and professional standards must be ensured, but not at the price of denying the individuality of students in the program. One way of accommodating both is to provide a mechanism which lets genuine negotiation occur between individuals representing both sets of concerns.

Whenever genuine and fruitful negotiation cannot occur, sponsorship can be changed. The request for change may come from either the student or the sponsor.

As in any negotiating procedure provision must be made for arbitration when successful negotiations cannot be reached. In the case of the ComField model this is provided for by an arbitration board that consists of a student, a college faculty member and a staff member from the public schools. Given a functional student-sponsor relationship and a set of ground rules that say that both student and sponsor understand that the outcome of any given negotiation is to be one that is acceptable to both parties, it is anticipated that the need for arbitration will be slight.

The OCE Definition of a Systematically Designed and Operated Program

In line with the requirements of the ComField model each of the functional parts within the proposed program, as well as the program as a whole, has three characteristics:

- 1) it is designed to bring about a specified and measurable outcome;
- 2) it is designed so that evidence as to the effectiveness with which it brings about its intended outcome is continuously available; and
- 3) it is designed to be adaptive or corrective in light of that evidence.

This is the case whether the part in question is an instructional experience, the procedures developed to personalize instructional experiences, the instructional program as a whole, or any of the mechanisms needed to implement the program. As such, the program

represents a process or way of proceeding. In short, it is a process that requires the coalition to a) know what it is that it wants to accomplish, b) order events in such a way that there is some probability of accomplishing it, c) assess whether these events do in fact accomplish that which they are intended to accomplish, and d) if they do not, modify them until they do.

Commitment to such a process has far reaching implications. On the one hand, it has defined the way in which the ComField model has been developed, and the way in which the program proposed by the OCE Coalition has been derived from the model. It also defines the way in which any other group of institutions that wish to form a coalition and implement a ComField based teacher education program will have to function, or the way in which each component within such a program is to be given definition or made operational, or the process by which a student going through the program is to identify and develop the competencies that he desires to take from the program. On the other hand, it defines the process by which the program as a whole must function. When translated into the instructional program this commitment will obviously require a major reallocation of resources and the addition of a large number of faculty having new sets of competencies.

While the incorporation of systems design procedures permits a ComField based program to realize its objectives with a known degree of reliability, continuously adapt to needed change, etc., its greatest power probably lies in its generalizability to the behavior patterns of prospective teachers. As students move through such a program they not only are made aware of the process by being continuously subjected to it in their own learning, but they are also required to reflect the process in their preliminary teaching. In order to move through the program they have to establish desired pupil outcomes, order events to bring them about, assess progress to see if desired outcomes are being reached, and, if they are not, modify events until they are. A major assumption within the model is that the continuous demonstration of this pattern of behavior by prospective teachers, coupled with their continuous exposure to it in their own educational experience, will lead to the ultimate goal of any teacher education program, namely, the development of generally adaptive, functionally competent, self-directed career teachers.

THE STRUCTURE OF THE PROGRAM

The program involves three relatively distinct phases of work: the General Studies phase, the Clinical Studies phase, and the Intern phase. Operationally, the General Studies phase is defined as that aspect of the program that does not involve responsibility for the learning of children; the Clinical Studies phase as that aspect of the program that involves responsibility for the learning of children under simplified (laboratory or simulated) conditions; and the Intern phase as

that aspect of the program that involves supervised responsibility for the learning of children in fully operational, real-life educational settings. As such, the General Studies phase of the program corresponds most closely to that which has been labeled traditionally as the "personally enriching" or "liberalizing" or "general education" dimension of teacher education and the Clinical Studies phase corresponds most closely to that which has been traditionally labeled the "professional development" or "laboratory" dimension.

The Intern phase has no parallel in traditionally designed teacher education programs, and it in no way resembles the "intern" programs currently in vogue. As used in the program proposed by the OCE Coalition a prospective teacher enters the Intern phase only after he has demonstrated a specified set of competencies under laboratory conditions, and his task within the Intern phase is to demonstrate the same or a higher order set of competencies under real-life conditions. As an Intern a prospective teacher is to assume supervised responsibility for the full range of functions for which he will be responsible as a teacher, and he will be held accountable for the systematic demonstration of competence in the performance of those functions.

Two levels of certification are included in the pre-service program: INITIAL and CONTINUING.¹ These correspond, respectively, to the completion of the Clinical Studies and the Intern phases of the program. As used in the proposed program INITIAL certification designates a level of competency which permits the assumption of supervised responsibility for the learning of children (a teaching Intern), and CONTINUING certification designates a level of competency which permits the assumption of full responsibility for the learning of children. Certification criteria and processes are described in greater detail in Part III of the report.

As currently planned, no firm time lines are attached to program phases but in general, for students declaring an interest in teacher education upon entry as a Freshman, the General Studies phase will last for a year or two, the Clinical Studies phase a year or two and the Intern phase a year or two. Some students may extend or shorten these estimates, and students transferring from other colleges or students declaring an interest in teacher education after a year or more at OCE will undoubtedly move through the program on some other time schedule. On the average, however, most students will likely spend three to four years completing requirements for INITIAL certification and one to two years completing requirements for CONTINUING certification.

¹ A third level of certification, that of CONSULTANT, is also used in the program but it is reserved for persons in the field who have demonstrated the competencies needed to perform as Clinical Supervisors. As such, this is a level of certification that occurs outside of the pre-service program and is not dealt with in the present context. It is planned, however, that certification at the CONSULTANT level will be as stringent and systematic a process as it is at the pre-service level.

A schematic representation of program structure, the probable number of years required to move through the program, and the certification levels within it is presented in Figure 2. The broken lines in the figure represent relatively flexible entry-exit requirements; solid lines represent relatively inflexible entry-exit requirements.

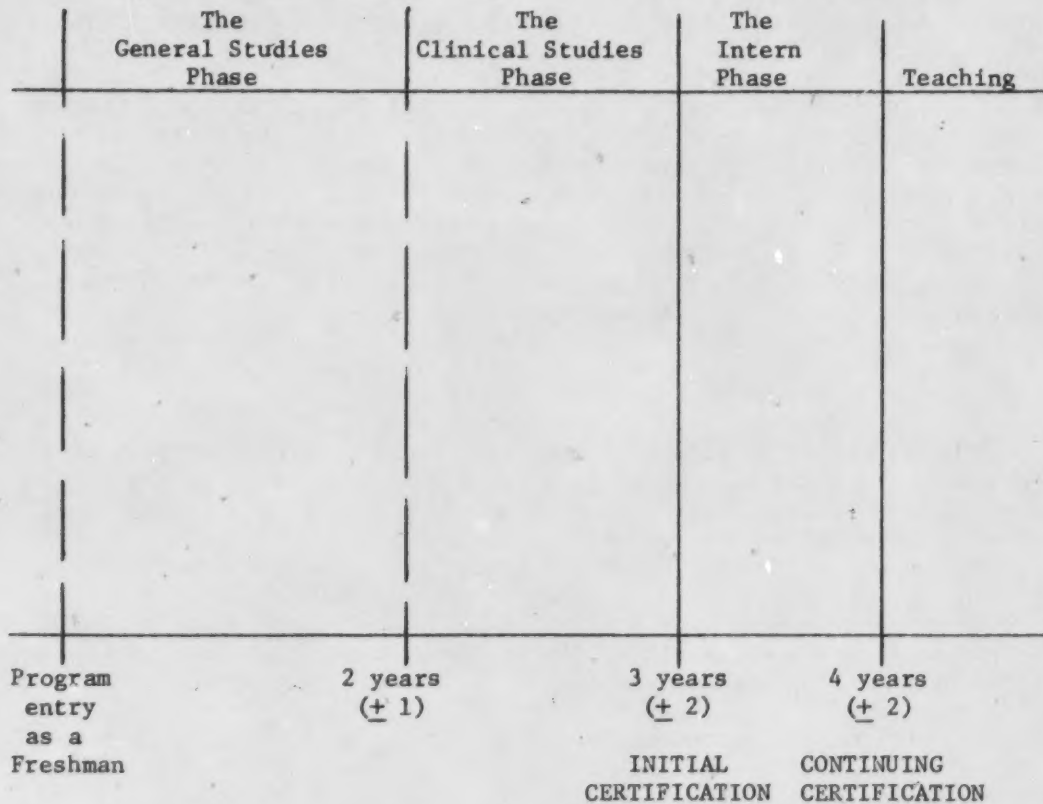


Figure 2. A schematic representation of the structure of the preservice elementary teacher education program proposed at OCE.

THE CONTENT OF THE PROGRAM

From the point of view of the OCE Coalition two straw men exist today in programs that are designated to prepare elementary teachers. The first is the notion that one set of learning experiences have to do with "personally enriching" or "liberally" or "generally" educating a student. The other is the notion that another set of learning experiences "prepare professionals", or "train for a life of service". When such a view exists within a college environment at best defensive-

ness, mistrust, and lack of productive interchange occurs. At worst it leads to segments of a college faculty jealously guarding its domain against encroachment by others or to degrade the efforts and products of others as unreal or unimportant. For the OCE Coalition these are straw men that must be put to the torch.

As a basis for understanding the position that the OCE Coalition takes with respect to the relationship of "professional" and "liberal" education, responses of a student to two different learning experiences are cited. The first response occurs in reaction to a class in geology.

"He (the instructor) really knows a lot about geology."
"Now that I know about rock formations I want to go on and learn some more." "When I travel through different types of country I will now be able to appreciate it because..."
"He has everything so well organized that it's easy to learn about minerals." "I like the way he makes each class different because he has us do..." "I hope that I can teach as well as he does when I become a teacher."

The second response occurs in relation to a reading methods class.

"I never realized that I read all those different ways."
"Now I know why I read slower in this kind of material."
"When I get my own class I will begin to teach reading..."
"To encourage wide, recreational reading I am going to..."

Five points can be made about the student's response to these two experiences which reflect the position taken by the OCE Coalition in relation to the place of "liberal" and "professional" education in the lives of students preparing to teach.

1. Each learning experience always contributes to personal enrichment and professional development.
2. The emphasis placed on the element of personal enrichment or on professional development is often viewed by a student in one way and by an instructor in another.
3. In each learning experience there is always an element of cognition and reference to a cognitive standard, an element of affectivity and referenced to an affective standard, and an element of evaluation and reference to an evaluative standard. These three elements are always integrated by the student and reflected against the cognitive, affective and evaluative standards which he already holds.
4. A student responds to a learning experience as a complete person rather than as a composite of categories characterized

by such labels as cognitive, affective and evaluative. Such categories are useful for analytic-descriptive purposes but they have little basis in reality beyond that.

5. The reality of any learning experience is intrinsic with the student, not the subject matter or the instructional strategies that carry it.

As a consequence of this point of view the OCE Coalition treats all learning experiences as both personally and professionally enriching.

Having adopted such a view it needs to be pointed out that within the program there is still a differentiation of curriculum as it pertains to the preparation of students who are generally knowledgeable and professionally competent. While the differentiation is not as severe as it is in many programs there are learning experiences especially designed to bring about the general education objectives of the college and learning experiences especially designed to bring about professional objectives. Whatever their focus or intended function, however, all learning experiences within the program are to be designed ultimately in accordance with the requirements of a competency based, field centered, personalized and systematically designed and operated model of instruction. As such the content of the OCE elementary teacher education program can be illustrated as in Figure 3.²

Within this broad framework four "dimensions of experience" or "curriculum threads" interface and interact, providing in combination the planned learning experiences encountered in the pre-service program. These include a FOUNDATIONS thread, a SELF-CONFRONTATION thread, a PROFESSIONAL ORIENTATION thread, and a PROFESSIONAL INTEGRATION thread. The latter is composed of both SYNTHESIZING AND CONSOLIDATING experiences.

The Foundations Thread

Foundations experiences support both the general and professional education goals of the program. As such they tend to carry one of two

² The point of view taken by the OCE Coalition in regard to general and professional education is not to be confused with the position of the ComField model. The model recognizes that each college has its own set of requirements relative to general education and that the professional education program must accommodate itself to such requirements. In some cases this will mean that a ComField based program will have to accommodate itself to a discipline major, in some cases an interdisciplinary major, or in some cases simply to a fixed number of hours in general education subjects.

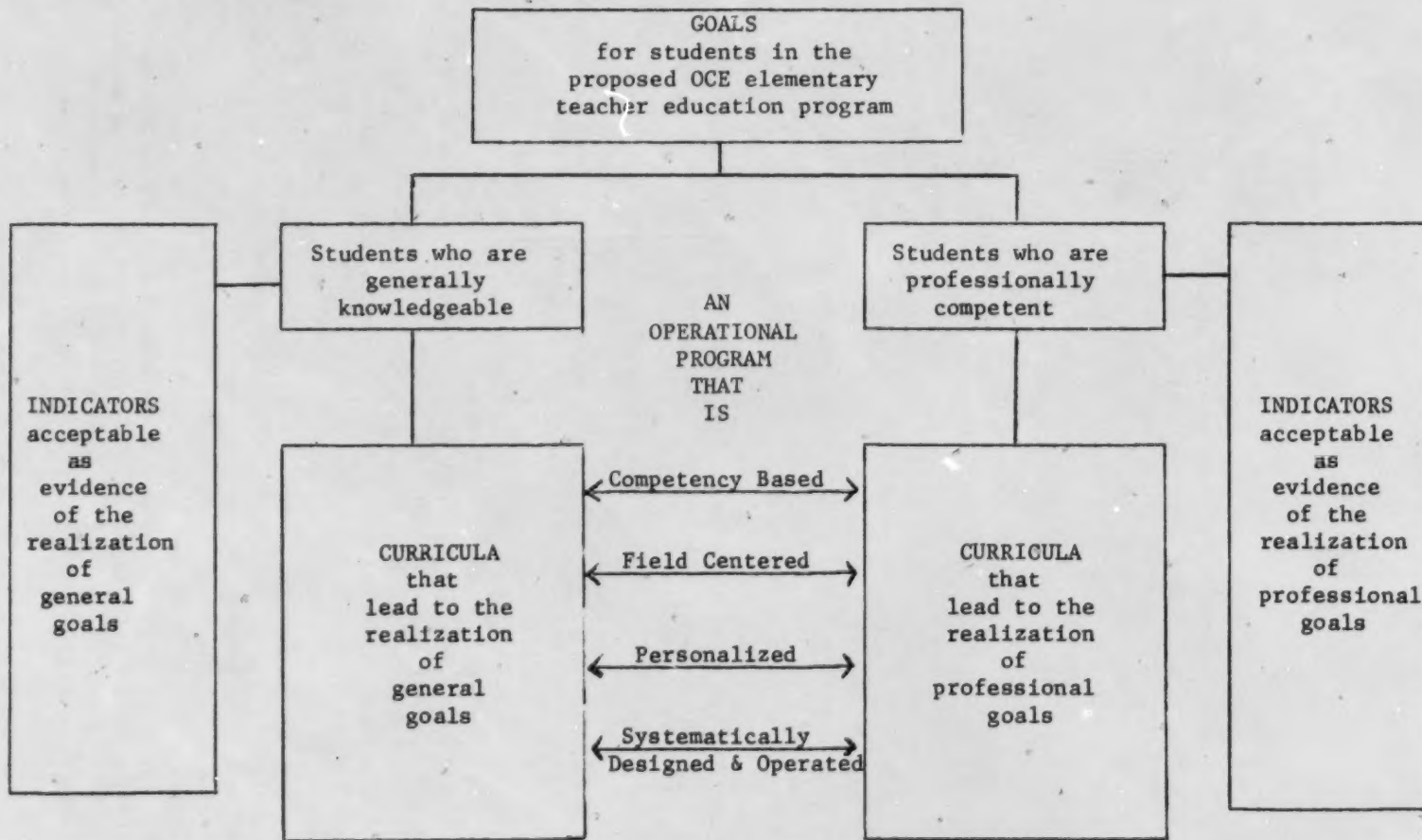


Figure 3. The content of the OCE Elementary Teacher Education Program.

emphases: one that leads to the realization of the general education objectives of the program or one that leads to the realization of professional objectives. Depending on emphasis the content of the experiences, and to some extent the way in which they are encountered, differ.

By and large, at least in the early years of the program, foundations experiences were designed to meet general education objectives and will tend to be organized around the disciplines that have sustained liberal education over the years, for example, the arts, humanities, sciences, etc., or around "issues" that crosscut disciplines. Also, they will tend to follow traditional modes of instruction. This is not to imply that such experiences will necessarily be organized according to traditional course structures, or that instruction will take place largely by lecture or discussion. Because of tradition, the logic of course structure as a means of presenting the content of disciplines, and the fact that persons from throughout the college will be responsible for providing such experiences, it is likely that they will assume more of these characteristics than will the foundation experiences that have a professional emphasis.

The outcomes expected to derive from these experiences are the knowledges, skills and sensitivities established by the Coalition as being minimally acceptable as evidence of a generally educated person.

By contrast, foundations experiences which emphasize professional development will tend not only to carry different content but will tend to be organized differently and presented in different formats. Here foundations experiences will tend to appear within the context of "instructional systems" and will carry content that relates directly to the teaching process. As such they will become an integrated part of the observation, practice and assessment experiences that are designed to lead to the demonstration of professional competence. The subject matter of educational psychology, human development, instructional and evaluation methodology, the history and philosophy of education, etc. will provide the subject matter around which such experiences will be developed. The outcomes expected to derive from these experiences are the knowledges, skills and sensitivities that teachers need in order to create the conditions that will bring about the outcomes expected from the elementary schools.

In keeping with the ComField model, a special feature of the foundations thread of the curriculum is the requirement that all students show evidence that they have mastered the conceptual frameworks of the disciplines upon which they are to draw as teachers of young children. As used in the program a conceptual framework for teaching a discipline is that which Bruner and others have called "the structure of a discipline," and as such is assumed to be, simply, a conceptual framework around which the substantive content of a discipline can be organized and transmitted. It is that which, in Bruner's terms,

"...permits any subject to be taught to any child at any level." As yet the frameworks to be mastered, the persons responsible for seeing that students master them, the nature of learning experiences to be used in facilitating such mastery, or the point in the program at which such mastery is to come about have not been specified--though mastery obviously will have to be accomplished upon entry to the Intern phase of the program since students at that time will be responsible for demonstrating that they can get pupils to master such frameworks.³

Operationally, foundations experiences will be concentrated in the General Studies phase of the program, though not limited to it. Using traditional course structure as a referent, as many as three or four courses per term would be taken during the General Studies phase of the program, one or two per term during the Clinical Studies phase and no more than one per term during the Intern phase. The relationship of foundations experiences to other learning experiences within the program, as these vary across phases, appears in Figure 5, page 26.

The Self-Confrontation Thread

In the opinion of those who developed the ComField model a prerequisite to the meaningful personalization of any educational program is the understanding of one's self. It seemed reasonable to assume, for example, that in order for a prospective teacher to make a wise choice as to the setting within which he wishes to work, the competencies needed to perform effectively within that context, the kinds of learning experiences to be pursued in the development of a given competency, or in the adoption of a teaching style, he needs to have a clear understanding of who and how he is as an individual. Towards this end the OCE program provides for experiences designed to foster self-understanding throughout the course of the educational program. These are called self-confrontation or SC experiences.

The self-confrontation thread of the curriculum is an integral

³ The developers of the ComField model were aware of the potential consequences of the specification that calls for the mastery of frameworks for teaching disciplines. It was recognized, for example, that in many disciplines these are not as yet identified. It was also recognized that if persons in the disciplines would not assume responsibility for helping students master them that staff within the education program would have to. It was hoped, however, that this would be a responsibility willingly assumed by the discipline areas and that the assumption of such responsibility for students in education would bring the disciplines and education together in a mutually rewarding and productive relationship.

part of a student's experience from the moment he enters the program. In the General Studies phase the focus of SC experiences is upon self in context. As such the experiences encountered by students as they enter the college setting, establish increasing independence from family and community or origin, find new friendships or establish new love relationships become the vehicles by which an understanding of self in context is explored. Both the student's sponsor and the upper classmen who serve within the Freshman Advising Program at the college take part in this exploratory process.

As the student moves to the Clinical Studies phase of the program SC experiences are designed to provide understanding of self as an individual. At this level the self-confrontation process involves responding to tests which are designed to assess commitments, beliefs, personality orientations, etc. and engaging in a series of nonjudgmental interviews in which the responses to those tests are explored. The student's sponsor is responsible for this aspect of the self-confrontation process.

By the time a student enters the Intern phase of the program the focus of SC experiences shifts to an understanding of self as teacher. Here self-confrontation experiences take the form of video tape playback of actual teaching performance, clinical supervision interviews, small group discussions that focus around peer reaction to performance, and the like. A central thrust of self-confrontation experiences at this level is their focus upon the definition of a teaching style that is consistent with perception of self as individual and self in context.

The Professional Orientation Thread

Just as self-understanding is essential to wise choice within a teacher education program so too is an understanding of the profession. To facilitate choice as to educational context within which to work, special competencies to be developed, or teaching style to evolve, a prospective teacher needs to have as complete an understanding of alternative contexts within which he might find himself as possible. Knowledge of alternative contexts will also contribute to the meaning taken from learning experiences encountered within the program as they will provide concrete referents for these experiences. It is toward these ends that professional orientation experiences are designed.

Like self-confrontation experiences professional orientation (PO) experiences start as soon as a student enters the program and continue throughout. In the General Studies phase of the program PO experiences focus on the nature of the educational process generally, and as such has students observe or in a limited way take part in a wide range of educational settings. One form of such participation is service in a school as a "teaching aide."

In the Clinical Studies phase of the program a student will continue

to sample a wide range of educational settings, but these will be limited by and large to elementary schools. A central experience that will come during this phase is serving as a "teaching assistant." The school in which this occurs will also serve as the laboratory within which professional development experiences at the synthesizing level will be carried out and competencies required for an INITIAL level of certification demonstrated (see Figure 2, p. 14). In order to move students across contexts it is probable that a teaching assistantship will last only one or two terms at a particular school.

In the Intern phase of the program professionally orienting experiences will be limited to one school, but all of the professional experiences engaged in by teachers in the school, i.e., professional meetings, inservice programs, curriculum development activities.

Throughout the program PO experiences will be without formal assessment; they are intended to sensitize or orient, not lead to mastery of a particular knowledge or skill. As such the professional orientation thread of the curriculum is the only dimension of the program that does not have formal assessment associated with it. This is not to imply that PO experiences are without purpose or that their impact is ignored. They are always engaged in for a reason, and the conferencing that occurs around them is designed to assess informally that which is taken from them; but formal, empirically verifiable assessment is not associated directly with them.

As in the case of self-confrontation experiences, specifically designed professional orientation experiences are anticipated to decrease in frequency as students move through the various phases of the program.

The Professional Integration Thread

Conceptually, the "professional" curricula of most teacher education programs can be thought as being organized on a vertical axis, that is, a given subject matter area such as child development, instructional methods, or mathematics is organized into a course or course sequence that extends from the simple to the complex. Also most subject matter areas can be thought of as being offered relatively independently of another, and requiring only a given level of knowledge or understanding as an indicator of the mastery of a given area. Such a curriculum pattern is illustrated schematically in Figure 4.

Implicit in such an arrangement is the assumption that prospective teachers, upon mastery of the various subject areas, can synthesize or integrate them and bring them to bear in concert to accomplish the outcomes for which they are responsible in schools.

The ComField model specifies a markedly different pattern of curriculum organization. Instead of courses organized around disciplines or subject matter areas a ComField based curriculum is organized into "instructional systems" around competencies, i.e., around the outcomes to be realized by the schools.⁴ As such a ComField based curriculum can be thought of as being organized on a horizontal axis, for each instructional system contains pieces and parts of the various courses offered in most elementary education programs, but they are organized in such a way as to insure that the various knowledges, skills and sensitivities obtained through such separate learning experiences are integrated at a level that permits their effective use in carrying out the functions expected of a teacher in a school. Such a curriculum pattern is illustrated schematically in Figure 4.

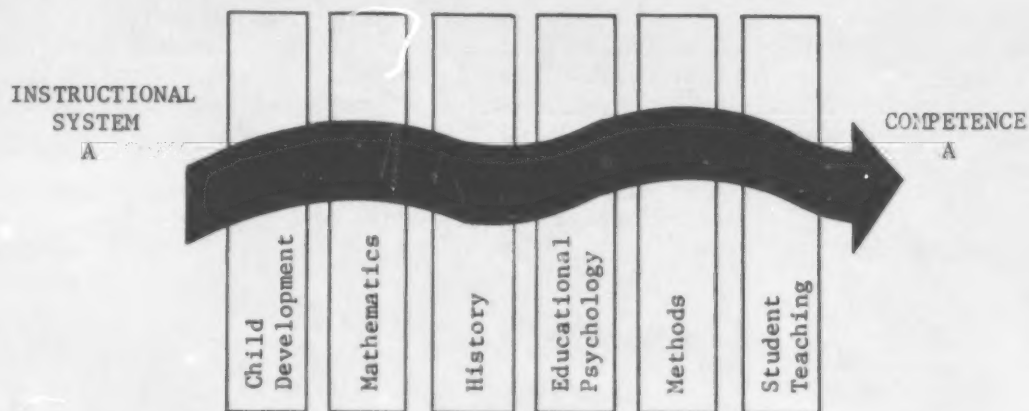


Figure 4. A representation of the curriculum pattern found in a ComField based teacher education program.

Two observations seem appropriate in regard to the differences perceived between the ComField curriculum model and the more traditional model:

⁴ An instructional system is defined formally within the ComField model as a set of learning experiences that have a known degree of reliability in fostering a given teaching competency in prospective teachers.

- 1) while the majority of the subjects taught in the present professional education curriculum are covered within any given instructional system, only that from within a given course that is relevant to the demonstration of a given competency is included in a system; and
- 2) the prospective teacher is not left to his own devices to synthesize and/or organize the various aspects of subject matter that comprise a given system. Each instructional system has built into it the provision for synthesis and consolidation of that which has been synthesized until the prospective teacher is able to demonstrate that he can put all of the pieces and parts together to bring about the outcome that is expected of him.

Four classes of learning experiences are found within each instructional system: a) orienting experiences; b) foundation experiences; c) synthesizing experiences; and d) consolidation experiences. Operationally these are defined as

- Orientation Experiences: definitions, concrete referents and models of the competency that the set of learning experiences entailed within an instructional system are to bring about
- Foundations Experiences: a set of learning activities designed to enable a prospective teacher to master a given bit of knowledge, a skill or a sensitivity
- Synthesizing Experiences: a set of learning activities designed to bring about an integration of the knowledges, skills and sensitivities mastered through foundations experiences at a level that permits the demonstration of competence under simplified (laboratory) conditions
- Consolidating Experiences: a set of learning activities designed to bring about an extension of the competencies demonstrated under simplified conditions to the point where they are applicable under real-life conditions

As used within the ComField model a learning activity is defined as a set of events which leads to a desired outcome, for example, a set of referents needed to understand the objective of an instructional system or a set of readings and discussions that lead to the mastery of the conceptualizations that are assumed to be prerequisite to the

performance of a given competency.

All classes of learning experiences contain multiple learning activities. As such they provide options for students with alternative learning preferences or needs, an opportunity to cycle through numerous activities to bring about a desired level of mastery or a required level of competence.

Implicit in the ComField definition of a learning activity is an assessment function. In each learning activity, as well as in each instructional system as a whole, assessment has two foci:

- a) assessment to determine whether a learning activity or an instructional system as a whole can be bypassed because of existing mastery, or if it can't, to determine the point in the learning activity or in the system as a whole where entry should be made, and
- b) determine when mastery or criterion performance has been reached.⁵

Procedurally, a student's progression through an instructional system is largely a matter of his own choosing. When he first enters a system he is provided an orientation as to the nature of the competency that the system is designed to bring about, that is, he is given examples of what the desired competency looks like. From that point on, however, progression through a system is under the student's control. If he thinks he can demonstrate the desired competency without special study he may ask for criterion assessment immediately; or he may engage in a series of foundations activities, return to the orientation activities, and then engage in synthesizing experiences until he is able to demonstrate competency under simplified conditions. Another student, or the same student in a different system, might choose to engage in synthesizing experiences before encountering foundations experiences - to see what it is that he really has to do before launching into the process of building a foundation on which to do it - or he might cycle between synthesizing and foundations experiences repeatedly. The only constraint on a student's progress through a system is that he be

⁵ As indicated previously assessments relative to mastery of the individual knowledges, skills and sensitivities that derive from foundations experiences are to be used for guidance rather than certification purposes. So too are assessments around practice activities that lead to synthesis or consolidation. Criterion assessments relative to competency demonstrations are made only when a student requests them.

accepted as an intern before he is free to engage in consolidating experiences or to ask to demonstrate criterion competency under real-life conditions. When an instructional system first goes into operation there will be no particular basis for predicting the "best path" through the system for a particular student. As time passes, however, and as students with known characteristics pass through a particular system, it will be possible to obtain data on "preferred" or "most likely to be successful" paths for students with particular characteristics. Once data of this kind become available the potential for prediction, and thereupon the possibility for effective guidance, will come into being.

As with all other curricular threads, the professional integration thread extends through all three program phases, though the extent to which students engage in PI experiences varies by phase. In the General Studies phase relatively few integrating experiences are encountered, for relatively few professional competencies need to be demonstrated by a prospective teacher before entering the Clinical phase of the program. The number of integrative experiences increase markedly when a student enters the Clinical phase, however, and they increase even more when he enters his Internship. In this sense, the professional integration experiences follow a pattern that is essentially a mirror image of the foundations experiences.

The Interaction Between Curricular Threads

The instructional program that has been proposed by the OCE Coalition has been designed to maximize interaction between curriculum threads: professional integration experiences draw upon information gained in foundation experiences; professional orientation experiences provide referents for all other learning experiences; and self-confrontation experiences both draw upon and provide a basis for all other experiences. Moreover, negotiations between sponsor and student and clinical supervisor and student are intended to further interlace all that is gained from the program. The relationship between curricular threads in the program is shown schematically in Figure 5.

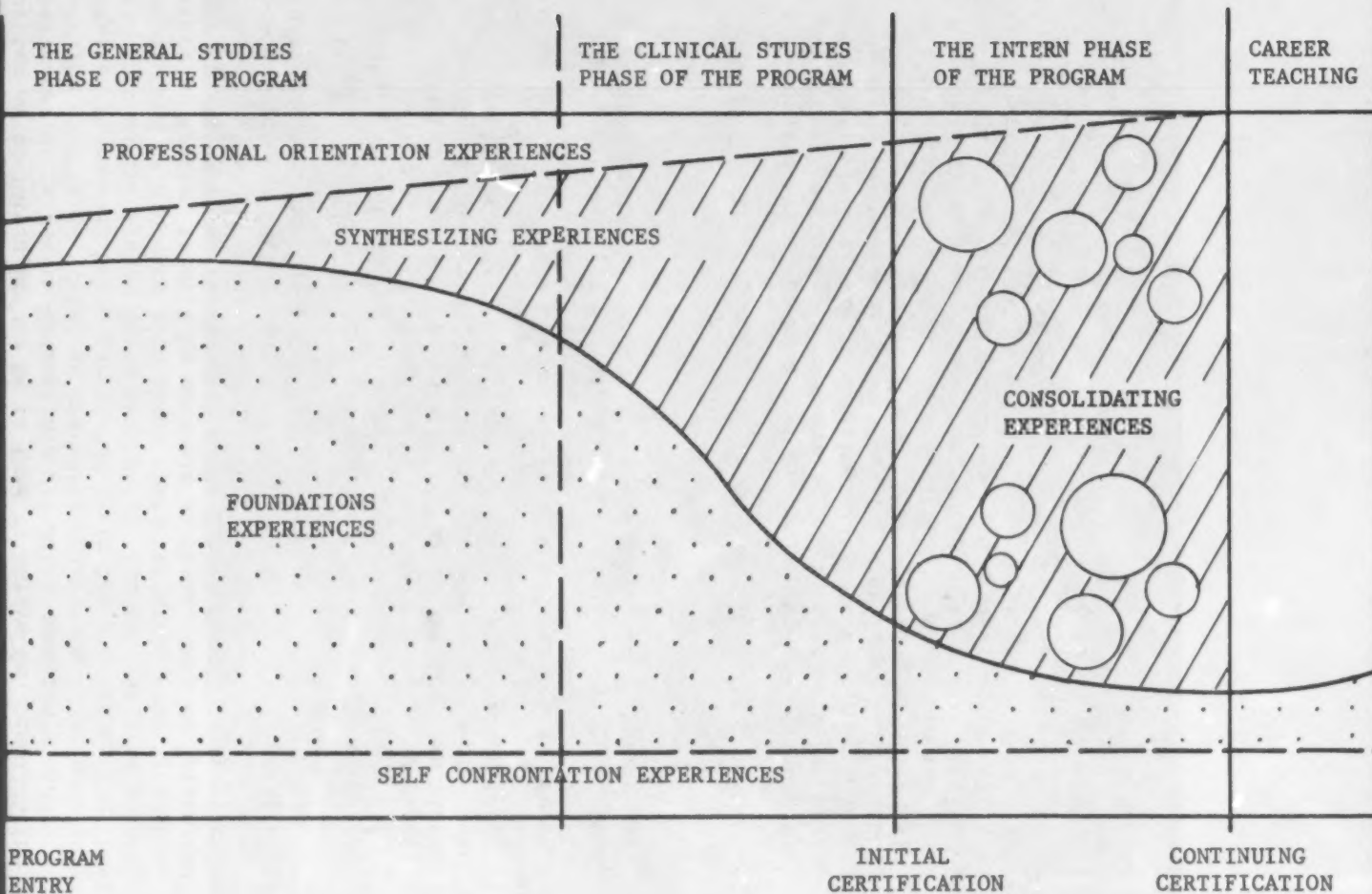


Figure 5. A schematic representation of the proportions of time a student is likely to engage in various classes of learning experiences as he progresses through the program.

THE OPERATION OF THE PROGRAM

The instructional program proposed for elementary teacher education at OCE has been described briefly in the previous section. The description of the program, however, and its operation, are two different matters. In order to actually operate such a program, that is, to develop it, to have students interact with it, and to evaluate its effectiveness over time, a variety of supporting functions must be brought to it. The purpose of the present section is to describe these functions and the mechanisms which carry them.

In order to provide the means by which instruction within the program can meet the specifications set for it, thirteen separate though interdependent supporting functions must be provided. Eleven of these are essential to both the implementation of the program and its long term operation; two are required only for its implementation. The eleven basic functions are:

1. an instructional objectives function;
2. an instructional design and development function;
3. an instructional operations function;
4. an information management function;
5. a data generation function;
6. a cost-accounting function;
7. a staff selection and development function;
8. a program policy and review function;
9. a program execution function;
10. a program adaptation function; and
11. a facilities, equipment and supply function.

The two functions specific to program implementation are:

12. an accommodation function (which facilitates the integration of the emerging and the on-going programs); and
13. a dissemination function.

In order for a supporting function to be achieved, a structure (or set of substructures if the function is complex) must exist to carry the operations that carry out the function. In the Oregon adaptation of the ComField model the composite structure(s) needed to achieve a

supporting function is referred to as a "mechanism." As such the proposed program requires thirteen separate mechanisms to enable it to operate as designed.

When first encountered, the reaction to both the concept and the number of mechanisms proposed can be one of dismay. The very term suggests an impersonal, "mechanistic," dehumanizing quality, and their number suggests a totally undue emphasis upon that which makes the program work. From the point of view of those who have designed the program, however, or for that matter, those who developed the original ComField model, neither is the case. In fact, just the reverse is true. In order for instruction to occur in any educational setting a host of supporting functions must exist: program objectives must be established, instruction must occur, students must be evaluated, information must flow, records must be processed. In most teacher education programs such functions are taken care of as a matter of course by administrators, registrars, counselors, instructors, and maintenance personnel, and the structures needed to support them are an integral part of a college organization. In a ComField based program, however, new functions must be performed, or at least old functions need to be performed in new ways, and as a consequence, new structures are needed in order to perform them. The commitment to a field centered program, for example, and the commitment to a coalition of institutions and agencies to operate it, has far reaching implications for the establishment of operational policy, the specification of program objectives, program execution etc. Similarly, the commitment to the personalization of instruction has far reaching implications for the number and kind of learning experiences needed to accommodate students in the program, and the procedures by which students move through such a program, the facilities and equipment, data generation and information management systems needed in their support, etc. The mechanisms proposed within the OCE program are those seen as being needed to carry out the functions required to meet the implications of such commitments. They are, in a sense, the vehicles by which the program can become personalized, data dependent and field centered, and as a consequence must be planned and provided for with the same care that curriculum is planned and provided for.⁶

For purposes of description the thirteen mechanisms have been grouped into four clusters: those which pertain directly to the instructional program, those which support the instructional program,

6

Another indication of the centrality of the operational mechanisms in the proposed program is the fact that all costing for program implementation, and its operation subsequent to its implementation, has been based upon resource estimates projected for the operation of the various mechanisms.

those which are related to the management of the over-all program, and those which are designed to meet the specific needs which emerge when attempting to involve a wide range of institutions and agencies to change from one educational program to another.

Actually such groupings are more than a writing convenience for they parallel closely the clustering of the various mechanisms as they operate in actual practice. Functionally, for example, there is a close working relationship between the Program Objectives, the Instructional Design and Development, and the Instructional Operations mechanisms. Similarly, the Data Generation, the Information Management, the Cost Accounting, and the Staff Selection and Development mechanisms operate largely as a unit in support of the instructional mechanisms and the over-all program management mechanisms. Much the same kind of clustering occurs with the Program Policy and Review, the Program Execution and the Program Adaptation mechanisms - the mechanisms which provide for the integration or coordination of the over-all program - and with the two changeover mechanisms. The relationship between these mechanisms, as they interact in program operation, is illustrated schematically in Figure 6.

While the idea of formalizing such mechanisms is somewhat foreign in the practice of education, there is, in the opinion of those who have been associated with the ComField model, little alternative to such formalization. As this occurs, however, there is the danger that the primary purpose of the program will be lost sight of or relegated to a position of secondary importance. With so many functional components needed in its support, a ComField based program is particularly susceptible to this threat; any of the support components could readily become "an agency unto itself."

The organizational structure summarized in Figure 6 represents an effort to protect against this kind of danger. Conceptually, the structure a) places the instructional program squarely in the center of things, b) stresses the idea that information and directional influence flows both from the instructional component to the support units and vice versa, and c) provides for a continuous flow of information to the program management components so that program adaptation can be effected wherever necessary in order to maintain balance and perspective. While such an organizational structure cannot guarantee that all units within a ComField based program will be appropriately supportive of instruction, or act in concert, it does provide an operational framework which at least makes such interaction possible.

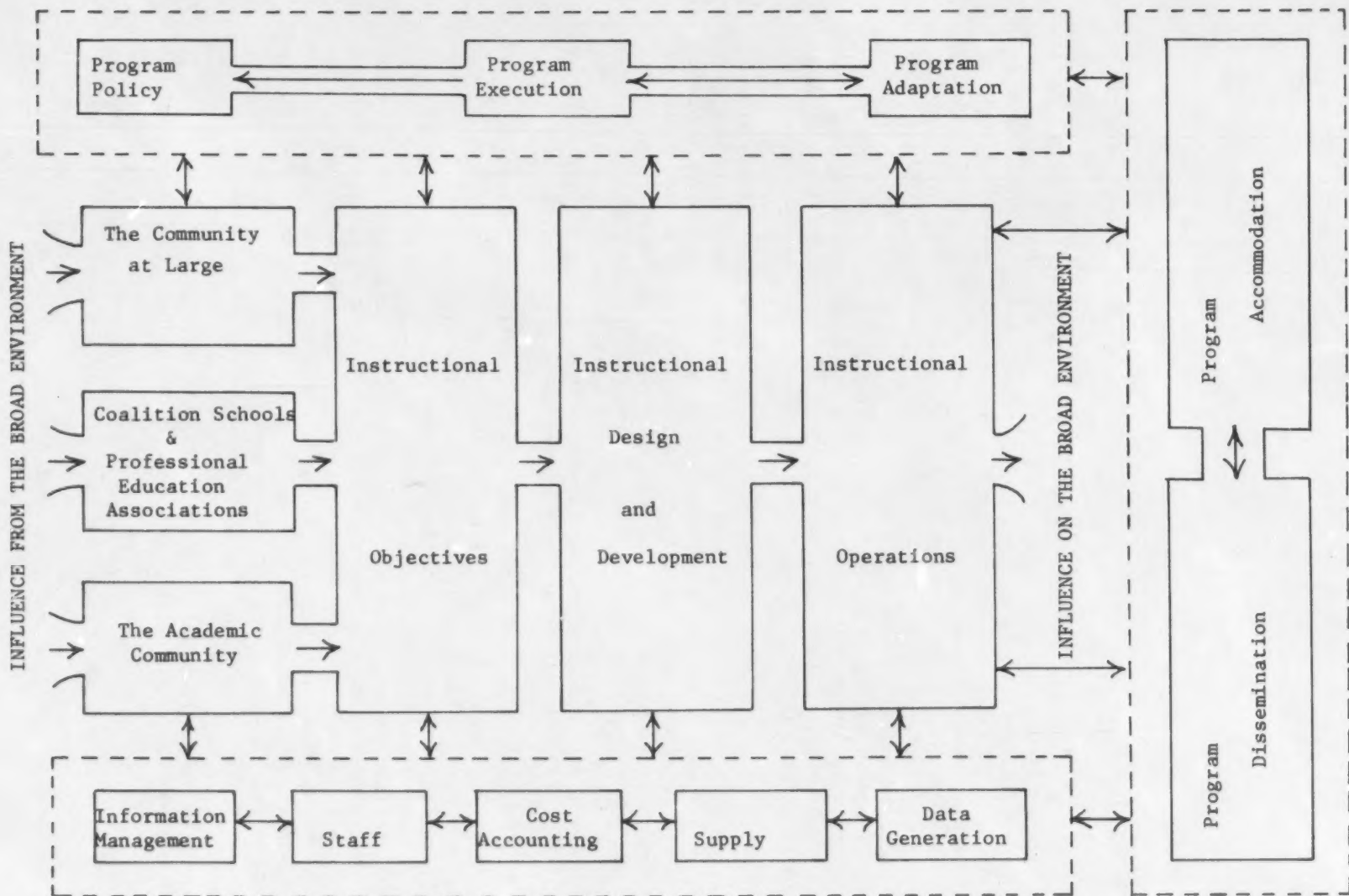


Figure 6. A schematic summary of the operational mechanisms needed to operate the elementary teacher education program proposed at OCE and their interrelationships.

SUMMARY

By adopting the ComField model, an elementary teacher education program would be in the unique position of being able to:

- 1) provide evidence that a prospective teacher is able to perform the tasks that he is expected to perform prior to assuming responsibility for the teaching of children;
- 2) provide the means whereby schools can become intimately involved in the preparation of persons responsible for their operation; and
- 3) provide the means whereby prospective teachers can maximize the relevance of the program to them personally as they move through it.

In addition, it is anticipated that two "second order" outcomes would derive from such a program: a) that prospective teachers would develop into independent, self-directed, continuing learners, and b) that the systematization and personalization of instruction within the teacher education program would transfer to the education of preschool and elementary children.

The underlying hope for students becoming self-directed, continuing learners is that a ComField based program forces those in it to be this kind of learner for four to six years, and that much time in such a role may build the strategies and resources that will permit a student to continue with it after leaving the program.

The underlying hope for the transfer of the themes of the ComField model to the education of preschool and elementary children is, simply, that as prospective teachers themselves engage in such an educational experience they above all others will be likely to create a similar kind of learning.

If the aim of teaching is learning then there should be evidence that teachers can bring about appropriate learning in children before they assume responsibility for it in the classroom. ComField's aim is to generate this kind of evidence.

APPENDIX C: The Professional Preparation of

Teachers:

Phase I and II: Pre-Student Teaching Experiences,

A Syllabus for Ed 361, 362, and 473

(August, 1976)

THE PROFESSIONAL PREPARATION OF ELEMENTARY TEACHERS

Phase I and II Pre-Student Teaching Experiences

Oregon College of Education

A SYLLABUS FOR

Educ. 361, 362: Learning and Instruction in the Elementary School
Educ. 473: The Identification of Learning Problems

Prepared by the Faculty of the Elementary Division,
Dept. of Education-Psychology, Oregon College of Education

Monmouth, Oregon
August, 1976

A SYLLABUS FOR

Educ. 361 & 362: Learning and Instruction in the Elementary School
Educ. 473: The Identification of Learning Problems

Oregon College of Education
Monmouth, Oregon
August, 1976

Prepared by the Faculty of the Elementary Division

Dr. Robert Albritton

Mr. Dale Harp

Dr. Walter Bell

Dr. Margaret Hiatt

Dr. Jean Ferguson

Dr. Elizabeth Hoyser

Mrs. Patricia Gallagher

Dr. Richard Jensen

Dr. Jesse Garrison

Dr. Norman Koch

Dr. Charles Gengler

Mr. Victor Lund

Dr. Gerald Girod

Dr. Gloria McFadden

and

Dr. H. Del Schalock of the Teaching Research Division

TABLE OF CONTENTS

	Page
<u>Introduction: Background of the Elementary Education Program</u>	
Program	1
Staff	2
New Directions	2
Definition of Terms	3
The Laboratory	4
Sponsor-Student Relationships	5
 <u>Using the Syllabus</u>	
Purpose	7
Organization	7
 <u>Educational Psychology</u>	
Assessment	10
Planning	13
Teaching	15
Maintaining Relationships	17
 <u>Reading</u>	
Readiness	19
Word Recognition	20
Comprehension	21
Assessment Process	22
Approaches	23
Study Skills	24
 <u>Educational Media</u> 26	
<u>Identification of Learning Problems</u> 28	
 <u>Language Arts</u>	
Writing	29
Creative Writing	31
Listening	32
Oral Language	33
 <u>Mathematics</u> 34	
<u>Social Studies and Science</u> 36	
<u>References</u> 38	

BACKGROUND

Program

Oregon College of Education has been involved in the education of teachers since it was chartered as Monmouth University by the territorial legislature in 1865. Despite name changes, program diversification, and student growth or decline, it has continued a tradition of excellence in teacher preparation for more than 120 years.

The latest recognition of quality education for elementary teachers at OCE came during 1974, when the current program won the Distinguished Achievement Award for Excellence in Teacher Education. This is the highest award in an annual competition sponsored by the American Association of Colleges for Teacher Education. Such an honor is not possible without the cooperation of many dedicated students and professionals. OCE has historically attracted students of high quality and is surrounded by helpful public schools whose teachers and administrators have willingly accepted a share in teacher preparation.

The emphasis on cooperation and joint responsibility with the profession is an important part of this award winning program. A second emphasis is on the assessment of competency. This means that people who are described as professional teachers should demonstrate that they can do the job that professional teachers must do. It follows, then, that professional preparation should be designed to insure that these skills are defined, taught and assessed. The OCE elementary education division is attempting to do this through a program developed cooperatively by all the people involved.

Staff

The elementary education staff consists of fourteen full-time and several part-time professionals. Although each member of the group has unique expertise, all are able to deal with the various curricular areas in an elementary school.

This ability is founded on the fact that each faculty member has had experience working in elementary schools.

As you participate in the elementary education program, we think you will find the college staff friendly, willing listeners and able counselors. You will certainly find the faculty diverse in philosophy and technique. (Despite our differences, we like each other, which is why we enjoy working together.)

As the next few terms unfold, you will find the staff agrees on a number of fundamental things. Most important of these is our awareness of the wide range of human differences with which we deal. We are also aware of our responsibility for determining, as nearly as possible, the ability of each student to succeed in his teaching career. With continued cooperation between school districts, students and staff members, plus an honest response to all of our individual differences, we will help continue Oregon College of Education's 120 year old tradition of excellence in teacher education.

New Directions

The new directions for teacher education indicate a strong emphasis on the following areas:

- a. The individual characteristics of teacher candidates must be recognized and planned for in a way that makes teacher education highly personalized.

- b. There must be provisions for a great deal of inter-change between courses and actual experience so the program continues to be field centered.
- c. Emphasis must be placed on the ability of the student to perform as a teacher rather than simply on course and credit accumulation, so that the program may be said to be competency based.
- d. The teaching profession, colleges and other agencies must be involved to insure joint control of the program.
- e. Programs must be designed to provide evidence concerning their own usefulness so that they remain viable and adaptive.
- f. Teacher education programs must be representative of those values and practices which typify the best of public school education.

The program described by this document falls short of these ideas in actual practice. The assumption is that this handbook works in the directions indicated by this list. The tasks necessary to develop a program which matches the list will take several years, but we feel confident that we are making progress toward this end.

Definition Of Terms

CBTE: Competency Based Teacher Education

Classroom Supervisor (Supervising teacher): The public school teacher directing the laboratory setting to which the prospective teacher is assigned.

Competency: The ability to perform adequately the functions of a teacher in an ongoing school setting.

Elementary Block (Block): A title encompassing Ed. 361 and Ed. 362, Learning and instruction in the Elementary and Middle School. It includes college classroom instruction and assignment in a public school for a minimum of one (1) school day per week.

Evaluation: Decisions about the quality of students performance and their continuation in the program will be shared among the college instructors, supervising teachers, sponsor, and the student involved.

Evaluation (Cont'd.)

Students will be evaluated on their performance and completion of objectives in a variety of ways. For college based activities, tests may be given over knowledge objectives; the student may be asked to complete a project or paper to be handed in; a conference may be arranged with the instructor.

Public school, or lab based activities, may be evaluated by the college supervisor, classroom supervisor or both. Formal evaluation of classroom performance is done through the assessment system described in "A Guide To Competency Demonstration And Assessment In Pre-Student Teaching Laboratory Experiences".

Indicator: The assessment or evaluation used to determine the degree to which the behavior(s) exist that represent the outcome. (See the definition for Evaluation.)

Instructional Alternatives: Learning experiences which may or may not be undertaken by the college student.

Laboratory (Lab): The period of time a prospective teacher spends in a public school setting. During this time he is expected to participate in the widest possible variety of classroom activities.

Outcome: A goal toward which instruction and learning are directed.

Pupil: An elementary school-aged child.

Required Instruction: Those learning experiences that are required of all students participating in the program. They are activities which represent learnings and behavior seen as basic to the act of teaching.

Sponsor: The college instructor assigned to work directly with the prospective teacher during Ed. 361 and 362. The sponsor is one of the major instructors for that section of Block in which the student is enrolled.

Sponsor Optional: Those outcomes which a sponsor may choose to work toward instructionally with his/her students.

Student: The college learner - you!

The Laboratory

Elementary school classrooms are the laboratory settings for elementary education majors. Each setting is intended to support a number of instructional purposes: to allow you to become familiar with materials

and procedures used in elementary schools; to provide you with practice of teaching skills; and to help you determine what teaching contexts you prefer. Each setting is also used to complete the formal assessment of your teaching competence.

You will be scheduled into a laboratory setting for at least one (1) full day per week. Lab settings are arranged prior to student registration in the program, but may be in Albany, McMinnville, Dallas, Salem, Monmouth-Independence, Willamina, or other nearby school districts.

Formal arrangements are made between the district and OCE after we have identified the schools as potential lab settings. OCE then assigns faculty to each setting to coordinate the program, to supervise the students assigned to the building, to be available as a consultant for the teachers where requested, and to provide in-service during the lab day. Each classroom teacher in the laboratory setting works with one Block student and is expected to provide a friendly learning situation where classroom teachers also provide informal evaluation feedback to the prospective teacher and formal evaluation of their teaching competency. Specific information about each lab setting will be provided by the Block instructor to whom you are assigned.

Student-Sponsor Relationships

At the beginning of Ed. 361 each college student enrolled is randomly assigned to an elementary education instructor. This instructor is one of the professors assigned to the section of Block in which the prospective teacher is enrolled and acts as his or her sponsor throughout Ed. 361 and 362.

The primary role of the sponsor is to work closely with the student as advisor and friend during this crucial part of his professional training. The sponsor schedules at least one get-acquainted conference. Other interaction between you may take place for lesson planning and follow-up clarification, reporting of assignments, or for friendly conversation.

In addition to on-campus interaction, the sponsor is assigned to supervise in the lab setting where his group of students is assigned. The sponsor will observe you in formal and informal situations, talk with classroom supervisors about your progress, and be handy to answer questions and try to solve problems.

The sponsor works closely with the student in decision making about continuation in the program. This may involve counseling in seeking a career change or the decision to attempt a student teaching equivalency. (See "A Guide To Competency Demonstration And Assessment In Pre-Student Teaching Laboratory Experiences" -- included in the packet.) Final evaluation of the student is also the responsibility of the sponsor after communication with other instructors and the classroom supervisor. This evaluation concerns both knowledge and performance assessment.

If you do not feel you can relate effectively with your assigned sponsor, we urge you to discuss this with the sponsor. A new sponsor may be assigned to you if you and your present sponsor cannot attain an effective working relationship. The new sponsor will be another of the members of the instructional team assigned to your Block section.

USING THE SULLABUS

Purpose Of The Syllabus

The Elementary Education Staff at OCE has developed this handbook to aid students, classroom supervisors and all interested persons in understanding the "Elementary Block" program. It attempts to explain:

1. The philosophical base from which the program operates.
2. Objectives and activities related to knowledge and skill background needed to prepare for effective instruction.
3. Objectives and activities related to the organization processes necessary for performing or carrying out instruction.
4. Objectives and activities related to assessing and interpreting data.

The syllabus is not designed to define the content of any one section of Ed. 361, 362, or 473. It is meant to "make public" the wide variety of activities and processes available to the professional staff and students involved in the elementary education program. It is assumed that instructors will choose outcomes, activities and/or processes that seem most relevant to their instructional purposes. These choices, plus required outcomes agreed upon by the entire staff, will then be explained to their sections of Block students.

Organization

The syllabus is divided into three sections. The first section, all pages printed in white, deals with overall program description or communication to you from the elementary education staff. Although a general description of the Block program may be found in these pages, more specific information will be provided by Block instructors at the beginning of Ed. 361. The second section, the colored pages, list the

outcomes for the Block program. The third section, a second set of white pages, is a bibliography.

There are a variety of topics covered on the colored pages. Each topic has an outcome listed in the left column. Immediately below the outcomes for that topic are the indicators which will be used to guide your sponsor in determining whether you have attained the outcome. Your sponsor will explain which of those indicator statements he wishes to employ in evaluating your performance. In the right column are listed the learning alternatives which you may employ as you learn the skills or knowledges necessary to meet the objective. Your sponsor will identify which of those learning alternatives are available to the students in your section of Block.

There are two types of outcomes in the syllabus -- required and sponsor optional outcomes. The required outcomes, which are denoted by the word REQUIRED at the top of the page, list outcomes which every student graduating from Block will master. Not all the indicators nor all the learning alternatives are required. Your instructor will inform you as to which indicators and learning alternatives will be made available to you. The sponsor optional outcomes, which are denoted by the words SPONSOR OPTIONAL at the top of the page, describe outcomes which your sponsor may assign to you or give you an opportunity to select.

The list of references at the end of the syllabus provides five pieces of information:

1. The first column has an alphabetized list of author names.
2. The second column provides the name of the instructional materials.
3. The third column identifies which pages, chapters, or sections to be used by the student.

4. The fourth column identifies where the materials can be found--in LARC, on the open shelves in the Library, at the Reserve desk in the Library, or in someone's office.
5. The fifth column identifies the syllabus section for which each material is appropriate.

All items listed in the reference section come from the Learning Alternatives on the colored pages. When you are seeking instructional materials for one of the Learning Alternatives, the reference list should be helpful.

You are urged to contact your sponsor with specific questions concerning the use of the syllabus.

EDUCATIONAL PSYCHOLOGY--ASSESSMENT

REQUIRED

Assessment is the competency which enables you, the teacher, to use your time and energy efficiently as you direct learning activities. If you ascertain the initial proficiency level of the pupil(s), you can then plan to teach a lesson directed toward a specific goal (outcome). In addition, the information which you obtain through your assessments can be shared with the pupil(s) to help them see their progress.

Outcomes

1. You will be able to choose/construct the instrument/technique to make a general assessment of the pupils' achievement.
2. You will be able to use the information gathered as a basis for specific diagnosis of the total group and individual pupils.

Indicators

- 1.1 (a) You will list a number of assessment tools for each area listed below that are commercially produced:
knowledge, cognitive, social, attitudinal, psychomotor
- (b) You will describe how each assessment tool listed above is to be administered and scored so that it will reveal the information it was designed to obtain.
- 1.2 You will construct an assessment tool for each of the areas listed above in 1.1.
- 2.1 You will administer and score 2 of both teacher made and commercially prepared instruments to the pupils from each of the five areas listed above in 1.1.
- 2.2 You will present data obtained from each instrument

Learning Alternatives

You will choose from the following those alternatives which enable you to perform each of the indicators listed to the left.

- 1.1 Attend the large group presentation on one or more of the following topics:
 - a) assessment tools and techniques--commercially made
 - b) assessment tools and techniques--teacher made
 - c) analysis of assessment data
 - d) statistical support of assessment data: mean, median mode and standard deviation
 - e) statistical support of assessment data: population norm and criterion referenced norm
 - f) prescription from the assessment pattern(s) that is/are needed.
 - g) Self-Fulfilling Prophecy (S.F.P.)
- 1.2 Attend the small group discussion/application session on areas a-f of 1.1.
- 1.3 Read one or more of the following:
 - A. Biehler. Psychology Applied to Teaching, 2nd Ed. (Text)
 - 1) Chapter 5: "Two Views of the Learning Process."
 - 2) Chapter 6: "Teaching Different Types of Learning."
 - 3) Chapter 8: "Teaching Skills and Attitudes."
 - 4) Chapter 11: "Evaluating Classroom Learning."
 - B. Hamachek. Behavior Dynamics in Teaching, Learning, and Growth (Text)
 - 1) Chapter 1: "Major Views About the Psychology of Human Behavior"
 - 2) Chapter 3: "Preschool Years: The Self Emerges"
 - 3) Chapter 4: "Elementary and Middle School Years: Self Expands"
 - 4) Chapter 10: "Dynamics of Learning, Learning Processes and Biochemical Developments"
 - 5) Chapter 13: "Measurement and Evaluation of Learning"

REQUIRED

- used above in a way that facilitates analysis of what has been learned and what is to be learned (graph, chart, listing, etc.)
- 2.3 For each of the instruments used you will analyze the data and present a list of 2 or more items that indicate a pattern of what has been learned, or of what has not been learned. Each pattern will be identified (name) and described (operational definition).
 - 2.4 You will present the following statistics at least once in support of the identified pattern(s).
 - (a) the mean, median, mode, and standard deviation
 - (b) the population norm
 - (c) criterion referenced norm.
 - 2.5 You will prescribe and list a number of learning activities designed to get at the learning indicated in 2.3.

Pre-Post Assessment of the Topic: Assessment

Pre-assessment: Consider each item of the test. If any question is not clear, see your sponsor. After you have tentatively identified what you do and do not know, meet with your sponsor to make up a "learning contract package."

Post-assessment: Read the assessment pages. in the syllabus. Go to a quiet corner and take the test. When you are finished staple all of your pages together and leave them with your sponsor.

1. For each area below list at least 2 tests currently published that you could use with your pupils. Write the information the test is designed to produce, the directions for administering and scoring, and norming procedure used and any cautions for its use. For each area listed below pick one group test and one individual test (where possible.)
 - a) Knowledge: from identifying specifics through concepts or principles.

Learning Alternatives (continued)

- C. Gibson. Psychology for the Classroom, 1976 (LARC)
1. pp. 463-522 Part 4. "Evaluating Classroom Learning;"
and "Standardized Tests of Ability and Achievement."
2. pp. 345-462 Part 3. "Differences Among Individuals."
and "Effects on Learning and Achieving."
- D. Massad. "Interpreting and Using Test Norms," Reading Teacher, Dec. 1972, pp. 286-292 (LARC)
- E. Torrance and Myers. Creative Learning and Teaching, 1971 (LARC)
1) pp. 66-98: "Must Creative Development Be Left to Chance?"
2) pp. 121-148: "Becoming Aware: Knowing Children."
3) pp. 149-170: "Questioning for Information."
4) pp. 171-206: "Questioning for Thinking."
5) pp. 207-222: "Asking Provocative Questions."
6) pp. 223-249: "Teaching Children to Ask Questions."
- F. Buros Seventh Yearbook of Mental Measurement.
1) Seventh Yearbook of Mental Measurement, review selected commercial measurement tools.
2) Reading Tests 1 and Reading Test 11
- G. Rosenthal and Jacobson. Pygmalion in the Classroom, 1968 (LARC)
1) Part 2. pp. 47-148 "Teacher Expectations."
- H. S.R.Z. Classroom Climate
1) Read about 22 tools to aid in diagnosing the attitude and social objectives for your class.
- I. May, To Help Children Read
1) Module 5. "Assessing Reading Levels and Problems of Your Pupils."
- Related Activities:
- a) Use a set of assessment instruments and gather a set of data on the knowledge, cognitive, attitudinal, social and psycho-motor dimensions of a child (or children) in your lab. Analyze your data and prescribe several learning alternatives for each area identified above.

EDUCATIONAL PSYCHOLOGY--ASSESSMENT (continued)

REQUIRED

Pre-Post Assessment of the Topic: Assessment. (cont.)

- b) Cognitive: from recall of specifics through problem solving.
 - c) Attitudinal: from awareness through attitudes and values.
 - d) Social: from individual through social group.
 - e) Psycho-motor: from simple to complex in at least 2 areas.
2. For each of the five areas listed above, write at least two tests and/or procedures for use, sample items to be included (5 questions you would use), how you would norm the test, and what supporting statistics you would use with your test procedure.
3. Apply at least one test in each of the five areas using a combination of commercial and teacher made tests. Tests will have both individual and group presentation modes.
- a) 1. Present data in visual form of analysis.
2. Analyze the data and indicate at least 2 patterns (containing at least 2 items as indicators.)
 - b) Name and describe each pattern. Patterns will include an individual pupil and a group of 4 or more pupils which includes the individual pupil.
 - c) Name and describe at least 2 learning activities for each pattern identified above. One learning activity must be for a group (four or more) for each pattern in "b" above.

Learning Alternatives (continued)

- b) Given a set of data for a classroom, diagnose a learning stage for knowledge, cognitive, attitudinal, social and psycho-motor and prescribe two or more learning alternatives for each.
- c) Make up an activity with your sponsor.

REQUIRED

Planning is a competency which enables you, the teacher, to blend the related elements of a learning experience to achieve a designated learning outcome. These elements include: the pre-assessment data of the pupils proficiency, the physical setting, the constraints imposed by building schedules, the resources available, the teacher's knowledge and skills, and the means of assessing the outcomes (post-assessment).

Outcomes

1. You will be able to state appropriate learning outcomes for pupils of a given grade or age level.
2. You will be able to identify indicators for the learning outcomes.
3. You will be able to identify appropriate instruments with which to assess the stated learning outcomes.

Indicators

- 1.1 From a list of stated outcomes you will classify the following types of learning outcomes:

(a) knowledge	(d) social
(b) cognitive	(e) attitudinal
(c) psycho-motor	
- 1.2 You will write clear and appropriate outcomes for pupils, stating the criteria and conditions for the five classifications listed in 1.1.
- 1.3 You will write long range outcomes with enabling outcomes in each of the areas mentioned in 1.1.
- 2.1 You will list 5 general learning or developmental characteristics of the age level that you plan to teach.

Learning Alternatives

You will choose from the following activities those which will enable you to perform each of the Indicators listed to the left.

- 1.1 Attend large group presentations on one or more of the following topics.
 - a. classifying objectives--knowledge, cognitive, psychomotor, social, attitudinal
 - b. writing objectives--for the five categories in 1.1.
- 1.2 Attend small group discussion/application session on areas listed in 1.1.
- 1.3 Read one or more of the following:
 - a) Blöehler. Psychology Applied to Teaching (Text) 2nd Ed
Chapter 4: "Age Level Characteristics" pp. 135-179.
Chapter 6: "Teaching Different Types of Learning" pp. 283-296.
Chapter 8: "Teaching Skills and Attitudes" pp. 390-399.
 - b) Hamachek. Behavior Dynamics in Teaching, Learning and Growth (Text)
Chapter 4: "Elementary and Middle School Years: The Self Expands"
Chapter 6: "Nature and Growth of Intelligence and Creative Functioning"
Chapter 9: "Toward Making Teaching Meaningful, Relevant and Lasting"
Chapter 11: "Motivational Processes and Human Learning"
 - c) Bloom, Taxonomy of Educational Objectives: Cognitive Domain (LARC)
 - d) Girod. Writing and Assessing Attitudinal Objectives (LARC)
 - e) Krathwohl. Taxonomy of Educational Objectives: Affective Domain (LARC)
 - f) Mager. Preparing Instructional Objectives (LARC)

EDUCATIONAL PSYCHOLOGY--PLANNING

REQUIRED

Pre-Post Assessment of the Topic: Planning

Follow the procedure explained under Assessment.

1. (a) You will list five general characteristics of physical, personal-social, and mental development for children at ages 5-7, 8-10, and 11-13 years.
(b) You will describe how these developmental characteristics influence your expectations and instructional decisions for the grade at which you plan to teach.
2. (a) From the five general types of learning listed under Indicators, 1.1, select three and describe learning outcomes, appropriate for age, within a specified subject area. Included in this description will be the listing of indicators of the outcomes and the instrument to be used for assessing the stated outcomes.
(b) The description will include a long range outcome with related performance objectives.

Learning Alternatives (continued)

- g) Kephart. Slow Learner in the Classroom, Chapter 1.
- h) May. To Help Children Read
Module 1: "Making Your Plans for Reading Instruction"
Module 2: "Helping Children Develop Skill in Phonic Analysis"

2.1 Related Activities

- a) View film strip-audio tape on Behavioral Objectives (Ed. Media Center)
- b) Examine Frostig materials (LARC)
- c) Review Improving Motor Perceptual Skills by D.C.E. (LARC-LIBRARY)
- d) Examine available A-V materials (LARC)
- e) Demonstrate in your laboratory setting Cluster 1 with 1.1, 1.2, 1.3 rated generally competent or higher.

REQUIRED

Teaching can be called the competency of enactment. You must guide your pupils through the planned learning activity. You must communicate effectively with them and respond to their behaviors. You must assess their achievement level as a result of this activity. All of these enactments tend to give a composite picture of the kind of teacher you are.

Outcomes

1. You will be able to teach a lesson which you have planned to achieve a designated outcome.
2. You will be able to enact an effective teacher role to aid pupils in achieving the designated outcome.
3. You will be able to reflect your understanding of pupil needs and behavior by using effective verbal and physical responses.
4. You will be able to assess the achievement level of the pupils and use the information as a basis for future plans of activities.

Indicators

- 1.1 You will be able to enact at least two of the teacher-roles required by the following strategies:
 - a) Command Style or Directed Learning
 - b) Guided Discovery Learning
 - c) Operant Conditioning (Reinforcement) Learning
 - d) Problem Solving
 - e) Cooperative Planning
 - f) Inquiry

Learning Activities

- 1.1 Attend large group presentations on one or more of the following topics:
 - a) Types of Teaching Strategies
 - b) Interpersonal Communication Skills
 - c) Classroom Management
- 1.2 Attend small group discussion/application session on area listed in 1.1.
- 1.3 Read one or more of the following:
 - a) Biehler. Psychology Applied to Teaching (Text)
Chapter 6: "Teaching Different Types of Learning"
Chapter 8: "Teaching Skills and Attitudes"
Chapter 15: "Techniques of Classroom Control"
Chapter 16: "Teaching for Your Own Self-Actualization"
pp. 733-740.
 - b) Hamachek. Behavior Dynamics in Teaching, Learning and Growth (Text)
Chapter 4: "Elementary and Middle School Years: Self Emerges"
Chapter 8: "Self Understanding"
Chapter 9: "Toward Making Teaching Meaningful, Relevant and Lasting"
Chapter 13: "Measurement and Evaluation of Learning"
Chapter 15: "Understandings and Strategies for Achieving Positive Classroom Management"
 - c) Dreikurs. Maintaining Sanity in the Classroom (LARC-LIBRARY)
Chapter 3: "Effective Democratic Methods"
Chapter 4: "Coping with Specific Problems"
 - d) Combs. Professional Education of Teachers, 2nd Ed. (LARC)
Chapter 6: "The Self of the Effective Teacher"
Chapter 7: "Teachers' Purposes"
Chapter 8: "The Personal Discovery of Ways to Teach"

EDUCATIONAL PSYCHOLOGY--TEACHING

REQUIRED

Indicators (continued)

- 1.2 You will analyze at least five of the following types of pupil behaviors for possible causes and describe effective responses:
 - a) bait/test
 - b) silence (no response)
 - c) chorus (response)
 - d) off-task subject
 - e) personalized response
 - f) compliments
 - g) confidential disclosure
 - h) name calling/put down
 - 2.1 You will utilize appropriate physical setting/furniture arrangement for the type of lesson being taught.
-

Pre-Post Assessment of Topic: Teaching

Follow procedure explained under Assessment.

Learning Activities (continued)

- e) May. To Help Children Read (Text)
Module #3
- f) Barsch. Adverse and Necessary Stress (LIBRARY)
- g) Moustakas, Authentic Teacher (LIBRARY)

2.1 Related Activities

- a) Take a filmed simulation test (Garrison). Discuss with sponsor.
- b) View VTR of Dave Austin (EMC)
- c) Listen to Ralph Nichols' tape on Listening and Attention
- d) Listen to Combs' Audio Tape Learning Theorist Views the Self (LARC)
- e) Take Classroom Values Test. Summarize and discuss the results with your sponsor.
- f) Cluster evaluation II rated generally competent or higher.

REQUIRED

You, the teacher, interact with both children and adults in schools. It is important that you learn how to establish and maintain effective relationships while you work with children, other teachers and parents. As a member of a helping profession, you must learn how to relate effectively with other people. By establishing effective communications you will, in turn, enhance the individuals' or groups' chances of meeting the designated learning outcomes. It is necessary that you know yourself as well as, if not better than, the people with whom you work.

Outcomes

1. You will be able to recognize and utilize positive, task-centered interrelationships with pupils and adults.
2. You will be able to recognize and deal with negative, off-task interrelationships with pupils and adults.

Indicators

- 1.1 You will list at least 5 phases of group (2 or more pupils) development from beginning to end and describe each phase in terms of: questions that might be asked, roles that are available (positive and negative), and a general description of the kinds of activities that might be included, especially those that would lead to the next phase of group development.
- 1.2 You will list and describe at least 5 leader types in a group. (Leader defined as anyone who facilitates a group in moving toward resolution of its task.)
- 2.1 You will tape a group, then write an analysis of the group stating: the phase it is in, the roles which are operating, the types of leaders, and the action needed to move into the next developmental phase.

Learning Alternatives

Choose from the following alternatives those which will enable you to perform to each of the indicators listed to the left.

- 1.1 Attend the large group presentation on one or more of the following topics:
 - a) Group development--at least 5 phases--and related roles.
 - b) Leadership: Social and Task Centered.
 - c) Interrelating and Responding.
- 1.2 Attend the small group discussion/application session on each of the above listed topics in 1.1.
- 1.3 Read the following:
 - a) Hamachek. Behavior Dynamics in Teaching, Learning, and Growth (TEXT)
Chapter 14: "Psychology and Development of Health Classroom Group Dynamics"
 - b) Gorman. "Teachers and Learning" (LIBRARY)
- 2.1 Take IPAT and discuss results with your sponsor.
- 2.2 Take EPPS and discuss results with your sponsor.
- 3.1 Related Activities
 - a) View FOCIS films of a group (EMC). Write an analysis of what it is doing and what it needs to do next; and the leadership roles it is using and what roles, if any, are needed.
 - b) Audio-tape a session between yourself and at least one other person. Do the same with it as in "a" above.
 - c) Read ASCD Yearbook: Perceiving, Behaving, Becoming. Chapters 6-10.
 - d) Work out an alternative with your sponsor and do it.

REQUIRED

Pre-Post Assessment of Topic: Maintaining Relationships

Follow procedure described under Assessment.

1. List at least 5 phases of group development. For each phase write in the questions group members might ask themselves and each other. Include a descriptive list of activities that would happen in each phase, especially those which would lead to the next phase of development. Identify and describe for each developmental phase the roles which might appear in it.
2. List and describe the activities of at least 5 types of group leaders.
3. Identify which types of leader you have played. Describe what you did, what the group did, and your reactions/feelings to each.
4. Demonstrate in your Laboratory setting Cluster IV with 4.1 and 4.2 rated generally competent or better.

READING--READINESS

PONSOR OPTIONAL

Outcome

- . You will possess knowledge of the following readiness factors:
 - a. visual discrimination
 - b. auditory discrimination
 - c. sound-symbol relationships
 - d. emotional maturity
 - e. oral and aural language development
 - f. concept development

Indicators

- .1 Identify and define the 7 factors listed above.
- .2 Develop a lesson plan for teaching or diagnosing one of the readiness factors.
- .3 Prepare materials that could be used to develop a pupil's skill in one of the readiness factors.
- .4 Use a readiness lesson for a Formal Lesson--using Clusters I, II, and III-- if it is appropriate in your lab setting.

Learning Alternatives

- 1.1 Attend class session(s) on reading readiness.
- 1.2 Read from one of these references:
 - a) May. To Help Children Read, Mod 7.
 - b) Olson & Dillner. Learning to Teach Reading in the Elementary School, pp. 232-253, Appendix F.
 - c) Smith & Johnson. Teaching Children to Read. Ch.2.
 - d) Wallen. Competency in Teaching Reading. Chs. 4 & 5.
 - e) Other current publications approved by your sponsor.
- 1.3 Examine published materials, dealing with readiness in LARC or your lab setting: workbooks, kits, games, dittoes, etc. Negotiate with your sponsor the means of reporting what you discovered.

REQUIRED

Outcomes

1. You will possess knowledge of the following word recognition concepts:
 - a. phonic analysis
 - b. structural analysis
 - c. contextual analysis
 - d. sight vocabulary
2. You will be able to plan, teach and assess word recognition lessons.

Indicators

- 1.1 Pass a test over the content of word recognition skills at a level designated by your instructor.
- 2.1 Develop a lesson plan for teaching a word recognition skill. Teach and critique the lesson in your lab if possible; otherwise teach it to a group of your peers. Present a written critique and examples of your pupil work to your sponsor.
- 2.2 Use a word recognition lesson for a Formal Lesson using Clusters I, II, and III.

Learning Alternatives

- 1.1 Attend class sessions on word recognition.
- 1.2 Read from one of these references:
 - a) Heilman. Phonics in Proper Perspective (all)
 - b) May. To Help Children Read (all)
 - c) Wallen. Competency in Teaching Reading
Section 1 and Appendix B
 - d) Wilson, Hall. Programmed Word Attack for Teachers
(for sale in bookstore)
 - e) Olson and Dillner. Learning to Teach Reading in the Elementary School
 - f) Other current publications approved by your sponsor.
- 2.1 Read from one of these references:
 - a) May. To Help Children Read Mod. 1.
 - b) Wallen. Competency in Teaching Reading
Section 3 and Appendix B.
- 2.2 Small group sessions as scheduled for your section.

READING--COMPREHENSION

REQUIRED

Outcomes

1. You will possess knowledge of a classification scheme of comprehension skills.
2. You will be able to apply knowledge about comprehension in both reading instruction and the content areas.

Indicators

- 1.1 Pass a test on the classification system of reading comprehension.
- 2.1 Develop a lesson plan for teaching a comprehension lesson in reading. Teach the lesson in your lab setting. Present a written critique and examples of pupil work to your sponsor.
- 2.2 Develop a lesson plan for teaching a comprehension lesson in a content area. Teach the lesson in your lab setting. Present a written critique and examples of pupil work to your sponsor.
- 2.3 Plan a unit involving comprehension in the content areas (i.e., science, social studies)
- 2.4 Plan a lesson to improve comprehension with specific emphasis on word meanings.
- 2.5 Plan a lesson involving comprehension questions. Identify the comprehension skill each question calls for. Submit this to your sponsor.

Learning Alternatives

1.1 Attend class sessions on reading comprehension and related strategies.

1.2 Read from one of these references:

- a) May. To Help Children Read Mod. 6 & 8
- b) Olson & Dillner, Learning to Teach Reading in the Elementary School (see index for references to specific types of comprehension)
- c) Smith. Reading Instruction for Today's Children Chps. 9-10
- d) Spache. Reading Activities for Child Involvement, 2nd Ed. Chapters 5-7-8
- e) Tinker and McCullough. Teaching Elementary Reading pp. 258-285; 539-594
- f) Wallen. Competency In Teaching Reading (Section 2)
- g) Other current publications approved by your sponsor.

REQUIRED

Outcomes

1. You will be able to distinguish between norm and criterion referenced tests.
2. You will be able to construct a test to determine specific reading skills.
3. You will be able to demonstrate the ability to administer and interpret a reading assessment instrument.

Indicators

1. Prepare a list of identifying elements of normative and criterion referenced tests in reading. (Sponsor Optional)
2. Administer a reading assessment instrument to a pupil in your lab. Interpret the results and present them with your analysis to your sponsor. (May contain such a test)
3. Administer the specific reading test you constructed to pupils in your lab (group diagnostic test, criterion referenced, CLOZE, etc.)

Learning Alternatives

- 1.1 Attend instructional session for your section.
- 1.2 Read from one of these references:
 - a) May. To Help Children Read (Mod 5)
 - b) Wallen. Competency in Teaching Reading (any or all chapters on testing)
- 1.3 Practice an Informal Reading Inventory (IRI) using simulation materials (tapes to accompany May (Mod 5) and Silvaroli, Classroom Reading Inventory).
- 1.4 Prepare your own Informal Reading Inventory based on the reading materials in your lab.
- 1.5 Administer an interest inventory with emphasis on reading interests to the same child you diagnosed with the reading assessment instrument: Prepare an appropriate reading list of library books based on analyses of the two inventories and turn in the results to your sponsor.
- 2.1 Read from one of these references:
 - a) May. To Help Children Read (Mod 5)
 - b) Olson & Dillner. Learning to Teach Reading in the Elementary School Ch. 5, 10 Appendix A, B, C, D.
 - c) Wallen. Competency in Teaching Reading (any or all chapters on testing)
- 2.3 Construct a series of test items to evaluate specific reading skills.
- 2.4 Read about the administration of a CLOZE test to a reading group.
- 3.1 Examine 5 reading tests and determine if they are criterion or normative referenced by using the list you compiled. (Indicator: turn in the list and the results to your sponsor.)

READING--APPROACHES

REQUIRED

Outcomes

1. You will be able to identify the unique distinguishing characteristics of the major reading approaches.

Indicators

- 1.1 You will identify the approach or combination of approaches used in your lab setting by listing the unique distinguishing characteristics.
- 1.2 You will be able to pass a test in which you identify unique distinguishing characteristics of the major reading approaches.
- 1.3 Participate in individual or group presentations in class.
- 1.4 Complete an independent written analysis of the approaches. Negotiate the number with your sponsor.
- 1.5 Plan and teach a lesson using the approach appropriate to your lab.

Learning Alternatives

- 1.1 Attend introductory class sessions on reading approaches.
- 1.2 Complete exercises in Module 8, "Classroom Management for Reading Instruction"
- 1.3 Read from one of these references:
 - a) Aukerman. Approaches to Beginning Reading (choose appropriate chapters)
 - b) Chall. Learning to Read: The Great Debate (Ch. 1,2)
 - c) May. To Help Children Read (Mod 9)
 - d) Olson and Dillner. Learning to Teach Reading in the Elementary School Part 2.
 - e) Other current publications approved by your sponsor.

SPONSOR OPTIONAL

Outcomes

1. You will possess a knowledge of scope and sequence of the following
 - a. Library skills (ex. use of library cataloguing system and reference books)
 - b. Reading maps, graphs and charts (ex. alphabetizing, guide words, pronunciation key, selection of appropriate definitions)
 - c. Dictionary skills (ex. alphabetizing, guide words, pronunciation key, selection of appropriate definitions)
 - d. Study skills (ex. organization, pacing, using parts of book)
2. You will demonstrate ability to apply study skills by using them in a real or simulated setting.
3. You will be able to plan, teach, and assess lessons in study skills.

Indicators

- 1.1 Pass a test on the scope and sequence of designated study skills approved by your sponsor.
- 1.2 Given a map, chart, graph and/or table you will answer correctly questions requiring interpretation of them.
- 1.3 Develop a plan to teach a study skill lesson. Teach and critique the lesson in your lab if possible; otherwise teach it to a group of your peers. Present a written critique and examples of pupil work (if appropriate) to your sponsor.

Learning Alternatives

I.1 Read from those references for:

I.a. Library skills

- Beck and Pace, A Guidebook for Introducing Library Skills (a series available in the LARC for K-6)
- California Association of School Librarians, A Handbook for Teachers and Librarians, Rev.Ed. (purchase in bookstore)
- Spache, Evelyn. Reading Activities for Child Involvement (pp. 166-171)
- Look in the LARC for new materials which have been ordered related to Library Skills

I.b. Maps, graphs and charts

- Jarolimek, Social Studies in Elementary Education (Ch. 14-14)
- Spache, E. Reading Activities for Child Involvement 2nd Ed. (Ch.7)

I.c. Dictionary skills

- May, To Help Children Read (pp. 112-114)
- Rubin, Teaching Elementary Language Arts (pp. 291-296)
- Smith. Creative Teaching of Reading in Elementary Schools 2nd Ed. (pp. 285-86)
- Stauffer. Teaching Reading as a Thinking Process (pp. 351-361)
- Spache, E. Reading Activities for Child Involvement 2nd Ed. (pp. 152-165)

I.d. Study skills

- May. To Help Children Read (pp. 269-280)
- Spache, E. Reading Activities for Child Involvement 2nd Ed. (pp. 212-223)
- Wallen. Competency in Teaching Reading (pp.437-448)

READING--STUDY SKILLS

SPONSOR OPTIONAL

Learning Alternatives (continued)

- 1 Given a list of topics by your sponsor, locate references with information about them in the library.
- 2 In a peer group demonstrate your ability to use the various parts of a dictionary. Identify the dictionary skills you are demonstrating.
- 1 Observe the media specialist teach a lesson in library skills.
- 2 Interview the media specialist in your lab to find out how and at what grade level(s) library skills are taught. Write a summary of the information you obtain to turn in to your sponsor.
- 3 Observe a classroom teacher teaching any one of the dictionary skills.
- 4 Observe a teacher teaching one of these study skills:
 - a- Organization (note-taking, outlining, summarizing)
 - b- Pacing (rate adjustment, skimming, scanning)
 - c- Using parts of a book (table of contents, glossary, index)
- 5 Develop your own alternative relating to library skills, reading maps, graphs, charts, dictionary skills, or study skills. Discuss with your sponsor.

EDUCATIONAL MEDIA

REQUIRED

Outcomes

1. You will become proficient in the operation of audio-visual equipment such as the audio tape recorder, 16mm motion picture projector, overhead and opaque projectors
2. You will demonstrate your ability to produce media materials suitable for use in the elementary classroom. (The materials to be produced will be stated by your AV supervisor.)
3. You will become familiar with a variety of commercially produced media.
4. You will demonstrate your ability to evaluate and select instructional materials suitable for use in the elementary classroom. (Criteria sheets may be obtained from your AV supervisor.)

Indicators

- 1.1 Your AV supervisor will randomly select several pieces of equipment and ask you to demonstrate your skill in operating each of those chosen. Your performance will be judged in terms of a) efficiency and b) the quality of the out-put. (Make sure that your signed evaluation form is returned to your sponsor. Take it from your AV supervisor to your sponsor.)

Learning Alternatives

Schedule and attend one hour per week of auto-instruction in the Learning Activities Resource Center.

- 1.1 Use the self-instructional packets to learn how to use the equipment. Request a proficiency test from your AV lab supervisor as soon as you're ready.
- 1.2 Secure one of the following, prepare a lesson that includes the AV material selected, and teach and use the material in your lab classroom:

16mm film	records
8mm film	tape recorder
filmstrip	slides

- 2.1 Attend the demonstration sessions scheduled for
 - a) hot press
 - b) production of transparencies
 - c) production of a slide-tape.
- 2.2 Read AV Instructional Technology Manual by Brown and Lewis. Readings will be assigned by the media instructional staff.
- 2.3 Make an instructional tape which could be used in your classroom.
- 2.4 Make a slide-tape presentation appropriate to your classroom.
- 2.5 Make an 8mm film appropriate to your classroom.
- 2.6 Make a 35mm filmstrip appropriate to your classroom.
- 2.7 Use any of the following when you teach a lesson in your lab classroom:
 - a. thermofax or handmade transparency
 - b. dry or rubber cement mounted picture
 - c. thermal or handmade ditto
 - d. design and put up a bulletin board or display
- 2.8 Organize a system for and behind your own flat picture file.

REQUIRED

Indicators (continued)

- 2.1 Your Block sponsor will evaluate the materials that you produced for your packet. Each item will be judged in terms of a) anticipated ability to withstand extended use by pupils and yourself, b) aesthetic quality, c) anticipated educational value. The materials themselves should follow a theme which is readily discernible to your sponsor. Also include a statement which describes 1) how your materials will be used and 2) the rationale for the use of your materials.
- 3.1 You will include in your packet an annotated bibliography of commercially prepared instructional materials (books, pamphlets, films, filmstrips, records, tapes, etc.) which you have judged to be valuable in support of your project. Include purchase and/or rental materials. Specify sources and costs.
- 4.1 You will include in your packet completed evaluation forms on items in three different media. (See learning alternative #4).

Learning Alternatives (continued)

- 3.1 Refer to NICEM Index of materials and then to producer's catalogues found in LARC.
- 4.1 Evaluation forms for films, TV programs, filmstrips, overhead transparencies, audio recordings, models, flat pictures, maps, globes, and bulletin boards are available from your AV supervisor.

ED. 473--IDENTIFICATION OF LEARNING PROBLEMS

REQUIRED

Outcomes

1. You will be able to identify the major characteristics of each of the following categories of learning problems and an appropriate action a classroom teacher should take to facilitate the child's learning.
 - a. hearing impairment
 - b. physical handicaps and health impairments
 - c. slow learners
 - d. vision impairment
 - e. speech impairment
 - f. learning disabled
 - g. behavior disorders
 - h. culturally different
 - i. educationally able
 - j. emotional disorders
2. You will be able to identify at least two service agencies or sources of aid for each of the problem areas listed in Outcome 1.
3. You will select one child from your lab classroom and collect at least four of the following types of data about the child.

a. auditory	i. Interest
b. speech	j. attitudinal
c. vision	k. Intellectual
d. achievement	l. work habits
e. developmental	m. self-concept
f. physical	n. behavioral dysfunctions
g. cultural	o. motoric
h. social	

The above data plus conclusions will be presented to your block sponsor.
4. You will demonstrate an in-depth knowledge of at least four concepts within special education.

Indicators

- 1.1 Pass the final exam.
- 2.1 Your written diagnosis and prescription will meet each criterion on the diagnostic-prescriptive competency cluster with an average score of 3 or better.
- 3.1 Achieve a check (✓)* or a plus (+) for each of the written summaries of the four learning alternatives you choose. Each write-up should include:
 - a. a brief description of the alternative selected
 - b. a brief statement of what you learned
 - c. a brief statement of the worth of that alternative to you as an instructional device.

*A check (✓) indicates attainment of minimal competence level.

Learning Alternatives

Every student is expected to attend every class session. Because of the nature of the course instructional methodology is based on lecture and demonstration and not text readings.

- 1.1 Attend class sessions and read the materials provided by guest lecturers.
- 2.1 Attend class sessions where the procedures for carrying out a diagnostic-prescriptive activity are specified.
- 3.1 From the list of learning alternatives which are handed out in class select four--preferably one from four separate topics (see Outcome #1 for the topics) and preferably only two which are lab based activities. Carry out each alternative and prepare a written summary suitable to meet the indicators listed for this objective.
 - 1.2, 2.2, or 3.2 Develop your own alternative. Before undertaking that alternative clear it with your sponsor.

LANGUAGE ARTS--WRITING

REQUIRED

Outcomes

1. Students will possess the knowledge and skill necessary to develop competence in performing instructional roles in each of the following content areas:
 - a. Written composition
 - b. Grammar
 - c. Usage/dialect
 - d. Punctuation
 - e. Handwriting
 - f. Spelling

Indicators

1. Submit a lesson plan for teaching one of the following:
(The plan should meet criteria for a Formal Lesson)
 - a. constructing sentences
 - b. constructing paragraphs
 - c. the composition
 - d. writing business or friendly letter
 - e. writing invitations/thank you notes
2. Pass a take-home and/or sponsor-made test meeting criterion-mastery level established by your sponsor.
3. Prepare a written analysis of two elementary language arts textbooks (LARC). Submit to sponsor.
4. Punctuation: Examine the following writing sample of an eight year old child:
Dear dennist

I prea chate you comeing. because I liked the words
you yousd. it made me intersting whith you. and who
muchis the much of teath. that maders to me. about
my teath.

Learning Alternatives

1. Written Composition: Read the following articles:
Chase, Naomi C., "Children's Writing: The Product,"
Elementary English, 50 (Sept. 1973) pp. 977-981.
Strickland, Ruth B. "Evaluating Children's Compositions,"
Elementary English, 37 (May 1960) pp. 321-330.
2. Written Composition: Collect letters of various types (business, notes of regret, letters of thanks, letters of inquiry, etc.) to be used as models and to illustrate to children variations in matters of convention.
3. Publish a classroom newspaper in your laboratory setting.
4. Punctuation: Read articles appearing in journals dealing with punctuation and capitalization. (Use Education Index)
5. Develop a file of ideas for teaching writing skills.
6. Usage/dialect: Discuss with children (Grade 4 and up) about observing TV programs for dialect/grammar differences. Encourage the pupils to listen to the speech of news commentators, sports announcers, and game show participants rather than to programs that deliberately stress particular dialects.
7. Usage/dialect: Listen to the speech of pupils in the laboratory setting for instances of grammatical features in their language expression that are generally considered to be the indices of the socially and educationally disadvantaged.
8. Handwriting: Practice writing manuscript and cursive letters on paper and chalkboard. (Obtain peer evaluation).
9. Handwriting: Attend a class presentation which will help you analyze your handwriting and aid you in being able to write legibly.
10. Handwriting: Examine publishers' materials on handwriting. (LARC)
11. Handwriting: Read articles in periodicals on teaching handwriting skills (See Education Index)

REQUIRED

Indicators (continued)

4. (continued)

Determine the marks and/or comments that you would write on the paper. Describe the discussion that might take place between you (the teacher) and the child regarding content and mechanics. What instructional decisions might be forthcoming? Write your answers to these questions and submit them to sponsor.

5. Grammar/usage: Prepare a written review of several magazine articles and identify different methods you could use for teaching usage or grammar.
6. Usage/dialect: Devise a questionnaire to survey attitudes toward the acceptability of various items of usage/dialect (examples: ain't/ending sentence with preposition). Survey teachers, parents or peers. Prepare a concise written report to be turned in to your sponsor.
7. Usage/dialect: Listen to speech patterns of people you encounter daily. Do you note dialect differences? Are any differences noted other than pronunciation ones? Do you hear language that you consider to be non-standard?
8. Handwriting: Submit to your sponsor a page of your manuscript and cursive writing which has been analyzed by one of your peers. Include a plan for improving your handwriting.
9. Handwriting: Prepare a questionnaire and survey public opinion about the quality of children's and adult's handwriting. Turn in a report showing conclusions of these opinions.
10. Handwriting: Plan and develop a display about handwriting. This display might be on a bulletin board, a table, a corner, a hallway, principal's office, etc. (Avoid making it simply a display of children's papers. Have children help plan.)
11. Handwriting: Plan and teach a handwriting lesson for an intermediate grade classroom, giving attention to pupil self-evaluation and corrective practice. Turn in a critique to your sponsor.

Learning Alternatives (continued)

12. Spelling: Examine the different state adopted spelling programs in LARC.
 13. Spelling: Read recent periodical articles about spelling problems.
-

Indicators (continued)

12. Spelling: Analyze the spelling on pupil papers and propose methods of teaching to correct problems
13. Spelling: Read and analyze the Economy Company materials (LARC). Prepare a report telling your feelings about the use of these materials for teaching spelling.
14. Spelling: Construct a file of spelling games, ideas and materials. Submit to sponsor for evaluation.
15. Spelling: Write a paper on the visual imagery approach and its value to the teaching of spelling.
16. Spelling: Prepare a questionnaire for determining children's attitudes about correct spelling and spelling instruction and write a report on your findings.

LANGUAGE ARTS--CREATIVE WRITING

REQUIRED

Outcomes

1. You will possess knowledge of the techniques, methods, and a rationale for creative writing.

Indicators

1. Pass a take-home or sponsor-made test on creative writing and writing.
2. Plan, teach, and analyze at least one creative writing assignment to children in your laboratory setting. List the results to your sponsor.
3. Ask pupils in your laboratory class to keep a folder for their creative writing. After 4-5 weeks, evaluate their writing based upon the contents of the folders. List the criteria upon which the judgment has been based.
4. Make a collection of pictures, poems and ideas around a central theme (example-elaboration). Explain how this could be used to initiate creative writing lessons.
5. Collect or create appealing similes, metaphors, analogies, and images. Describe how they could be used to initiate creative writing lessons.
6. Write a short poem in four of the following poetic forms: Haiku; Tanka; Cinquain; Couplet; Free Verse; Limerick; Quatrain (Ballad); or Concrete.
7. Write a lesson plan for teaching of the poetic form of your choice listed in Indicator 6. Exchange copies of your plan with classmates who selected different poetic forms and share ideas to help make the lesson better. Submit a revised plan to sponsor for evaluation.
8. Identify, in writing, conflicting values and controversial issues between proponents of creative writing and proponents of formal written composition.

Learning Alternatives

1. Attend appropriate class sessions.
2. Investigate the Paul Torrance materials on creativity. (LARC)
3. Read two of the following articles about written expression:
 - a) Glrod, Gerald. "Creative Writing and Behavioral Objectives", Elementary English, Sept., 1973. pp.971-76
 - b) Graves, Donald H. "Sex Differences in Children's Writings", Elementary English, October 1973. pp.1101
 - c) Suhor, Charles. "Linda's Rewrite", Learning, Aug./Sept. 1975, pp. 20-25, and "Letters" (to the editor) Learning Dec. 1975, pp.4
 - d) Taussig, Annette. "How to Kill a Chicken. . . and Other Triumphs", Grade Teacher, March 1968, pp. 140-150
 - e) Wicken, Elain. "Please Don't Tell the Children" Young Children, October 1967, pp. 15-18
4. View films: Creating Children's Books and Unfinished Stones (EMC)
5. Survey recent periodical articles on creative writing.
6. Read pp. 21-26 In Witucke, Poetry in the Elementary School.

Outcomes

1. You will know various kinds of problems in listening.

Indicators

1. Define each of the following types of listening and submit to sponsor for evaluation:
 - a. enjoyment -- (pleasure and/or entertainment)
 - b. appreciation -- (esthetic judgment)
 - c. information or directions
 - d. discrimination -- (speech, sounds, etc)
 - e. evaluation -- (critical judgment)
2. Make a list of the ten worst listening habits identified by Nichols, cite examples, and submit to sponsor for evaluation.
3. Administer the Brown-Carlson Listening Comprehension Test or the Sequential Tests of Educational Progress: Listening to one or more persons. Turn in the results to your sponsor.
4. Prepare tape recording(s) you could use to teach a listening skill to elementary pupils and have it evaluated by your sponsor or peers.
5. Develop a file of ideas for utilizing a tape recorder to teach listening skills. Have your sponsor evaluate the file.
6. Prepare a plan/model for a classroom listening center. Draw a diagram and list materials to be included (records, tapes, books). Have your plan evaluated by sponsor.
7. Make a list of teacher behaviors which contribute to effective pupil listening in the classroom. Using the list, evaluate your own teaching behavior by having your lab supervisor or another student collect data on your performance.

Indicators (continued)

8. Assess the listening environment of your laboratory setting. Does the teacher listen to children? Do children listen to one another? Is there evidence of direct teaching of listening? Indirect? Is there an appreciation of oral language expressed? Submit your findings and conclusions to your sponsor for evaluation.
 9. Keep a record of opportunities to teach listening in your laboratory setting. Compare and discuss your findings with a small group of your peers and write your conclusions.
 10. From a given list of listening activities, label 80% correctly using the categories of listening listed in Indicator #1.
 11. Construct lesson plans to teach the types of listening listed in Indicator #1 in your laboratory setting and have them evaluated.
 12. Pass a take-home or sponsor-made test about the teaching of listening.
-

Learning Alternatives

1. Listen to Ralph Nichol's tape on listening and review it's accompanying packet (LARC).
2. Study appropriate readings from recent periodicals, the class bibliography, or other sources.
3. Examine listening resource materials in LARC (SRA Kit, sections of reading labs, etc)
4. Attend appropriate class sessions.

LANGUAGE ARTS--ORAL LANGUAGE

OPTIONAL

Outcomes

1. Students will be familiar with a variety of techniques that may be utilized to increase pupil's effectiveness in oral language.

Indicators

1. Pass a take-home (or sponsor made) test dealing with the content and techniques for teaching oral language skills.
2. Prepare a record-keeping chart for showing children's progress in developing oral language skills and have it evaluated by your sponsor.

Learning Alternatives

1. Design a set of activity cards which could be used in a language interest center to develop skill in one of the following areas: skits (drama), telephoning, making introductions, interviewing.
2. Prepare an annotated bibliography of library books which could be used to develop children's awareness of social courtesies. (e.g. Munro Leaf, "Manners Can be Fun.")
3. Observe in one or more classrooms to acquire impressions of the effect of the environment upon oral language skill development.
4. Plan a lesson on one of the following oral language skills: a) using the telephone b) conducting interviews c) making introductions.

Learning Alternatives (continued)

5. Prepare a message to parents entitled "Help Your Child to Better Speech." Include in the flyer a brief description of good speech, information as to the influence of parents' attitudes upon a child's speech, and ways parents may help teachers in developing children's speech potentials (This flyer is not to be sent home.)
6. In your laboratory setting arrange for pupils to interview other persons in the school.
7. Select three choral readings for use with your laboratory class.
8. Make a collection of finger play verses and choral speaking poetry selections which could be used with young children. Put them on cards and classify them according to their functions.
9. Reinforce the use of good oral language techniques by children during share-and-tell.
0. Prepare and teach a lesson in which pupils tell stories. Consider using puppets, gestures, etc.
1. Prepare a card file of information on books about special days (holidays, birthdays, rainy days.)
2. Keep a record of stories, poems, and books you read to children for one term. Evaluate your record as to the variety of reading (e.g. the presentation of different authors and literary forms) and the time spent.
3. Establish a regular time in your lab classroom for children to orally share poems, stories, and books. Identify and model appropriate techniques for these activities.
4. Study appropriate readings in the bibliography, periodicals, or other sources.

MATHEMATICS

SPONSOR OPTIONAL

Outcomes

1. You will possess the knowledge and skills necessary to plan lessons in elementary mathematics regarding:
 - a. the scope of the elementary mathematics curriculum;
 - b. assessment procedures for determining group and individual knowledge, attitudes, and level of abstraction;
 - c. solution processes (algorithms) used in the instruction of mathematics; and
 - d. games, aids and devices suitable for mathematics instruction.
2. You will demonstrate the above knowledge and skills by employing them in real or simulated settings teaching mathematics lessons. (The number and type of lessons will be specified by your sponsor).

Indicators

- 1.1 Prepare a summary of texts, scope and sequence charts, school curriculum guides or state department guides to identify the sequence of major concepts across grade level. Summarize the information for your sponsor.
- 1.2 Identify the current content of mathematics in your lab setting, the pupils' prior learning, and the expected next steps. Summarize for your sponsor.

Learning Alternatives

- 1.1 Attend appropriate class sessions.
- 1.2 See curriculum guides, teacher editions, and publishers' materials in the LARC or your lab setting.
- 2.1 For component on maturation in terms of learning mathematics, one good source is chapter 4 in Biehler, Psychology Applied to Teaching.
- 2.2 Read Richard Copeland, How Children Learn Mathematics: Teaching Implications of Piaget's Research. On reserve in the Library.
- 3.1 Examine texts on the teaching of mathematics--in the LARC or on reserve in the Library.
- 3.2 Examine math journals such as the Journal of Mathematics for Elementary Teachers. Available in the Library; some copies in the LARC.
- 4.1 Examine instructional materials (aids, games, devices, and publishers catalogues) in the math section in the LARC.
- 4.2 Examine math texts, journals, and activity books--such as Spice in the LARC.

SPONSOR OPTIONAL

Indicators (continued)

- 2.1 Present to your sponsor a list of concepts with explanations which describe maturational factors important in the learning of elementary mathematics. The presentation should include:
 - a) the concepts you selected
 - b) a brief description of each concept
 - c) the age(s) of pupils with whom the concept is important
 - d) the reference(s) you used in studying those concepts.
- 2.2 Construct a test suitable for use with your lab classroom pupils. The test should include at least three sub-tests. The sub-tests can be referenced against:
 - a. types of solution processes (algorithms) and/or
 - b. levels of abstraction, and/or
 - c. levels of content difficulty.
 Prepare the test, explain its construction and its purpose. Turn the test and the explanation in to your sponsor.
- 3.1 Pass a written test concerning the instructional and computational algorithms as used in place value and the basic operations.
- 3.2 Present a lesson plan to your sponsor which clearly represents an instructional plan that would be appropriate to the pupils in your classroom. The plan should state:
 - a. outcomes and indicators desired,
 - b. algorithm(s) to be employed,
 - c. an appropriate sequencing of instructional steps, and:
 1. simple to complex and
 2. concrete to abstract
 - d. materials which would be clearly beneficial as instructional aids.
 (You may be required to teach this lesson).

Indicators (continued)

- 3.3 Identify in writing any math concept appropriate to the instructional level of pupils with whom you work and tell two or more ways you might explain it to their level of understanding. Include possible instructional aids.
- 3.4 Make a list or develop a card file of ideas and activities related to:
 - a. application of a math concept
 - b. instructional and reinforcement games
 - c. learning aids (commercial and teacher made)
 - d. metric unit of measure
 - e. monetary units
 - f. other appropriate activities
- 4.2 Collect other appropriate materials which could be used in mathematics instruction. The materials might include:
 - a. magazine articles
 - b. newspapers
 - c. graphs and charts
 - d. commercial games
 - e. pictures for demonstrating sets
- 4.3 Given a simulated classroom setting you will be able to specify one or more devices or aids which would be of value instructionally. Explain each of your choices.
- 5.1 Plan a lesson emphasizing an inquiry process in developing a mathematical concept appropriate to the instructional level of pupils with whom you work.
- 5.2 Plan a lesson emphasizing direct teaching of a mathematical concept appropriate to the instructional level of the pupils with whom you work.
- 5.3 You will plan, teach and analyze a math lesson. Your written statement should include all components necessary to meet the requirements for a formal lesson.

SOCIAL STUDIES AND SCIENCE

REQUIRED

Outcomes

1. You will be able to differentiate between content-oriented and process-oriented lessons in social science and science.
2. You will know about the expanding (spiraling) curriculum in social science and science, with special attention given to your selected grade level.
3. You will examine the curriculum implications of current topics such as career awareness, environmental education, and cultural differences.

Indicators

- 1.1 You will plan a content-oriented lesson in social science and/or science.
- 1.2 You will plan a process-oriented lesson in social science and/or science.
- 1.3 You will report the results of your completed learning alternative to your sponsor.
- 2.1 You will review and summarize state-approved textbooks, programs, and guides in social science for your grade level. Criterion will be determined by sponsor.
- 2.2 You will report the results of your completed learning alternative to your sponsor.
- 3.1 You will integrate career awareness objectives into instructional plans for social science and/or science.
- 3.2 You will demonstrate in a lesson plan a strategy which would require children to examine conflicting data, beliefs, and values about an environmental education topic. The children will need to make decisions based upon their judgments of the conflicting data.

Learning Alternatives

- 1.1 Discuss, with several of your peers, possible controversial issues that you might include in social studies teaching at a particular grade level.
- 1.2 Examine materials that could be used to construct a "mini-unit" of study on a contemporary topic.
- 1.3 Examine books or articles about the effects of mass media on the thinking (and (and behavior) of children.
- 1.4 Prepare a teaching unit for study of current events using newspapers. Illustrate how various items in a newspaper could be utilized for studying social issues and problems.
- 2.1 Read: Higher Levels of Thinking Leadership Manual
Steps 25 and 38

View one or more of the following films:

Taro, Boy of Japan

Mexican Boy - The Story of Pablo

The String Bean

A Very Special Day

Leo Bearman

The Red Balloon

- 2.2 Read "The Golden Crane". Meet with small groups and discuss or develop lessons on this for lab.
- 2.3 Complete programmed material on pages 174-187 of Higher Levels of Thinking Handbook.
- 2.4 Use either a commercially prepared simulation game or one you devise for your laboratory situation.

Examples of commercial simulation games available in LARC:

Clean Water (pollution, ecology)

Population

Economy

Ghetto

Indicators (continued)

- 3.3 You will be able to explain how the behavior and/or attitudes and/or interests of one of your pupils may have been influenced by his cultural background.
 - 3.4 You will report the results of your completed learning alternative to your sponsor.
-

Learning Alternatives (continued)

- 2.5 Read Science, A Process Approach: Commentary for Teachers (especially the sections related to the Basic Processes and the Integrated Processes).
- 2.6 Attend class sessions, if available, on:
 - a. SAPA
 - b. COPE
 - c. SCIS
 - d. Lab Materials (free and inexpensive)
- 3.1 You will examine four science textbooks selected from your school and/or the LARC.
- 3.2 You will examine four social science textbooks selected from your school and/or the LARC.
- 3.3 You will compare and contrast the social science topics covered in your lab class with those covered in the lab settings of three other block students.
- 3.4 You will compare and contrast the science topics covered in your lab setting with those covered in the lab settings of three other block students.
- 4.1 Read Career Awareness Guidelines, Oregon State Dept. of Education in LARC.
- 4.2 Attend the Career Awareness Workshop on State Professional Day. (To be held on the OCE campus in October.)
- 4.3 Examine models for career awareness programs developed by public school districts in LARC.

Earning Alternatives (continued)

- 4 Interview a school district Career Education Director to identify what knowledge and skills should be possessed by a new teacher.
- 5 You will examine the career clusters from the Oregon Career clusters in the LARC which relate the most to science
- 6 View videotape and examine materials on Bread and Butter-files in LARC.
- 1 Participate in an outdoor school experience with a public school.
- 2 Plan an instructional lesson for children on environmental education which utilizes the immediate school environment. Teach if possible.
- 3 Select an environmental issue within your school's community. Have children assume or study roles which their parents may take on the issue or one in which they are interested (management, labor, consumer, citizen, etc.) Collect data on issues, beliefs, and values. Examine how trade-off decisions are made as related to local priorities. Evaluate decisions related to the general welfare of the local ecological system (plant, animal, human).
- 4 Read A Nation of Emigrants by John F. Kennedy.
- 5 Read Education for an Open Society 1974 ASCD Yearbook
- 6 You will interview two people with culturally different backgrounds and summarize their comments in writing.

REFERENCES

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Anderson	<u>Language Skills in Elementary Education</u>	pp. 231-356 Ch. 2,3,5,8,9	LARC & Library	L.A. - all
Agency for Instructional T.V.	<u>Bread and Butterflies</u>	All	Library Res.	
Am. Assoc. Adv. of Science	<u>Science - A Process Approach</u>	See Learning Alternative 2.5 under Social Studies	Library Res.	Science
Am. Lung Assoc.	<u>Introduction to Lung Disease</u>		Library Res.	Ed. 473
Applegate	<u>Easy in English</u>		Library	
ASCD	<u>Yearbook; Education for An Open Society</u>	All	Library Res.	Social Studies
ASCD	<u>Yearbook; Perceiving, Behaving, Becoming</u>	Chap. 6,7,8,9,10	Library Res.	Ed. Psych.--relationships
Audio-tape	Dave Austin	All	Ed. Media Center	Ed. Psych--teaching
Aukerman	<u>Approaches to Beginning Reading</u>	Your choice		Reading--approaches
Aukerman	<u>Reading in the Secondary School Classroom</u>		Library Res.	
Bachert	<u>Outdoors Education and Equipment</u>		Library Res.	
Barsch	<u>. . . and Sometimes Y</u>			L.A.--spelling
Barsch	<u>Adverse & Necessary Stress</u>		Library	Ed. Psych--teaching
Beck and Pace	<u>A Guidebook for Introducing Library Skills</u>	All	LARC	Reading--study skills
Bernard	<u>Child Development and Learning</u>		Library Res.	
Biehler	<u>Psychology Applied to Teaching; Selected Readings</u>	Chap. 4,5,6,8,11 15, 16	Library Res.	Ed. Psych--assessment, planning, teaching, math.
Bloom	<u>Taxonomy of Educational Objectives</u>	All 150	Library Res.	Ed. Psych--planning

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
well	<u>Getting It All Together</u> <u>-- The New Soc. St.</u>		Library	
	<u>Teaching Communication Skills in the Elem. School</u>		Library Res.	
l & Talbert	<u>Spelling in the Elementary School</u>	Entire booklet		L.A.-Spelling
n & Lewis	<u>AV Instructional Technology Manual</u>	To be assigned	LARC	
s	<u>Mental Measurement Yearbook</u>	See Assessment	Library	Ed.Psych.
s & Lowe	<u>Language Arts in Childhood Education</u>	Ch. 3,4,8,9,10	LARC	L.A.-- all sections
ows	<u>New Horizons in the Language Arts</u>		Library	
ows	<u>They All Want to Write</u>	Entire book	Library	L.A.-Cr. Wr.
or unknown	<u>Career Education and the Handicapped Person</u>			
n	<u>Teaching Modern Science</u>		Library Res.	
n & Sund	<u>Developing Questioning Strategies</u>			
son	<u>Read, Listen and Help Me Tell the Story</u>			L.A.--Oral Language
I	<u>Learning to Read; the Great Debate</u>	Ch. 1,2	Library Resource	Reading-- Approaches
e	<u>"Children's Writing: The Product", Elem. Eng.</u>	pp. 977-981		L.A.--writing
e & John	<u>A Guide for the Elem. Soc. Sci. Teacher</u>		LARC	
ents	<u>Social Study: Inquiry in Elem. Classroom</u>		Library	

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Combs	<u>The Professional Education of Teachers, 2nd Ed.</u>	Chap. 6,7,8	Library	Ed.Psych--teaching
Combs	Tape: "Learning Theorist Views: The Self:	Audio tape	LARC	Ed.Psych.--teaching
Copeland	<u>Diagnostic and Learning Activities in Math for Children</u>	All	LARC, Library Res.	Mathematics
Copeland	<u>How Children Learn Mathematics</u>	All	Library	Mathematics
(author unknown)	<u>Creating Children's Books: Unfinished Stones</u>	Film	Ed.Media Center	L.A.--creative writing
Dallman	<u>Teaching the Language Arts in the Elem. School</u>	Ch. 4,5,8		L.A.--all sections
Dreikurs	<u>Maintaining Sanity in the Classroom</u>	Ch. 3,4	Library	Ed.Psych--teaching
Dreikurs	<u>Psychology in the Classroom</u>		Library	
(no author)	Duso I		LARC	
(unknown)	<u>Economy</u>	Game	LARC	Social Studies
Economy Co.	(State Adopted Texts)		LARC	
(author unknown)	<u>Environmental Discovery Units</u>			
(author unknown)	<u>Environmental Encounters</u>			
Esler	<u>Teaching Elementary Science</u>			
Foster & Herman-son	<u>Self Review: An Intro. to Environmental Science</u>			
Flanders	<u>Interaction Analysis in the Classroom</u>		Library Res.	
Frostig	<u>Developmental Test of Visual Perception</u>		LARC	
Frostig	<u>Program for Development of Visual Perception</u>		LARC	Ed.Psych--planning

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
ne	<u>The Conditions of Learning</u>		Library Res.	
rdner	<u>Mathematical Puzzles and Diversions</u>		Library Res.	
rison	"Values Test"	All	Ed. 202p	Ed.Psych--teaching
sell				
son	<u>Psychology for the Classroom</u>	pp. 345-462, 463-522	LARC	Ed.Psych
rod	"Creative Writing and Behavioral Objectives", Elem.Eng. Sept. 1973	pp. 971-76	Library Res.	Ed.Psych
rod	<u>Writing and Assessing Attitudinal Objectives</u>	All	Library Res.	Ed.Psych--planning
known	"Golden Crane"	All		Social Studies
rdon	<u>Survey of Interpersonal Values</u>		LARC	
rdon	<u>Personal Profile and Inventory</u>		LARC	
rman	<u>Teachers and Learning</u>		Library	Ed.Psych--relationships
ene & Petty	<u>Developing Language Skills in the Elementary Schools</u>	Ch. 6-12		L.A.
aves	"Sex Differences in Children's Writing"	pp. 1101	Library	L.A.--creative writing
known	"Guided Self Analysis"			
nachek	<u>Behavior Dynamics in Teaching, Learning Growth</u>	Chap. 4,6,8,9,11, 13,14,15	Library Res.	Ed.Psych--assessment
nachek	<u>Human Dynamics in Psych. and Education</u>	Chap. 1,3,4,10,13	Library	Ed.Psych--assessment

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Hammerman	<u>Teaching in the Outdoors</u>		Library Res.	
Hanna	<u>Spelling: Structures and Strategies</u>		LARC	
Hanna	Unit Teaching in the Elementary School		Library Res.	
Harmin	<u>Clarifying Values Through Subject Matter</u>		Library Res.	
Heilman	<u>Phonics in Proper Perspective</u>	All		Reading--recognition
author unknown	<u>Higher Level Thinking: Leaders Manual</u>	Steps 25 & 38; pp. 174-187	LARC	Social Studies
Holt	<u>What Do I Do on Monday?</u>	Ch. 12,24,26	Library	
Hoyser	<u>Informal Learning Modalities Inventory</u>		Ed. 156	
author unknown	"Implications for Career Education"			
Jacob	<u>Changing Values in College</u>		Library Res.	
Jarolimek	<u>Readings for Social St. In Elem. Education</u>		Library Res.	
Jarolimek	<u>Social St. in Elem. Ed.</u>	Ch. 14,15		Reading--study skills
Johnson	<u>Paper Folding for the Mathematics Class</u>		Library Res.	
Joyce & Banks	<u>Teaching the Language Arts to Culturally Different Children</u>			L.A.--usage
Kagan				
Kane	<u>Helping Children to Read Mathematics</u>		Library Res.	
Kelley	<u>Learning Mathematics Through Activities</u>		Library Res.	
Kennedy	<u>A Nation of Emigrants</u>	All		Social Studies

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Kephart	<u>Learning Modalities</u>	Chapter 1		Ed.Psych-- planning
Kephart	The Slow Learner in the Classroom		Library Res.	
Kidd	<u>The Laboratory Approach to Mathematics</u>		Library Res.	
Krathwohl	<u>Taxonomy of Ed. Objectives: Affective</u>	Chapt. 1-5	LARC	Ed.Psych-- planning
Kunaman	<u>A Handbook of Environmental Encounter</u>		Library Res. under counter	
Lamb	<u>Guiding Children's Language Learning</u>	Ch. 4,6,7,8,9		L.A.--all sections
Lamon	<u>Learning: The Nature of Mathematics</u>		Library Res.	
author unknown)	"Leo Beuerman"	film		Social St.
Lipetzky	<u>Dig</u>		Lib.Res.	
o author)	<u>Listening Games</u>		LARC	
Logan & Logan	<u>A Dynamic Approach to Language Afts</u>	Ch. 4-8, 10-12, & pp. 453-482		L.A.--all sections
May	<u>Teaching Language as Communication-to Children</u>		Library	
May	<u>To Help Children Read-- Modules</u>	Mod. 1,2,3,5,6,7,8, 9; pp. 112-114, 269-280	Library	Ed.Psych-- assessment, planning, teaching Reading-- readiness, recognition comp., assess- ment, approaches, study skills
McAshan	<u>Writing Behavioral Objectives</u>		Library Res.	

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Mager	<u>Preparing Instructional Objectives</u>	All	Library Res.	Ed.Psych-- planning
Massad	<u>Interpreting and Using Test Norms</u>	pp. 286-292	Lib.Res. under counter	Ed.Psych-- assessment
Mehrens	<u>Measurement & Evaluation In Ed. and Psych.</u>		Library Res.	
unknown	"Mexican Boy--the Story of Pablo"	film		Social Studies
Michaelis	<u>Social Studies for Children in a Democracy</u>		Library Res.	
Milligen	<u>Field Study Manual for Outdoor Learning</u>		Library Res.	
Moustakas	<u>The Authentic Teacher</u>		Lib. Res.	
Mussen	<u>Child Dev. and Personal-ity</u>		Library Res.	
Nichols & Stevens	<u>Are You Listening?</u>	Ch. 7 and/or entire book	LARC	L.A.-listening
Olsen & Dillner	<u>Learning to Teach Reading in the Elem. School</u>	pp.232-253, part 2		Reading-- readiness, recognition approaches
O.A.S.C.D.	<u>Curriculum Bulletin:</u> "Writing Is the Funniest Thing"			
Ore. Dept. Educ.	<u>Career Education</u>		Lib.Res. under counter	
Ore. Dept. Educ.	"Living Education: A Teacher's Guide to Over-Night Sites in Oregon"		Library Res.	
Ore. Dept. Educ.	"A Handbook of Environmental Encounters"		Library Res.	
Ore. Dept. Educ.	<u>Suggested Expectancies for Elementary Teachers</u>		Lib.Res. under counter	

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Ore. State System Higher Educ.	<u>Observing Our Environ- ment</u>		Library Res.	
(author unknown)	"Packet on Listening"	learning packet		
(author unknown)	"Perspectives on Career Education"			
Petty, Petty & Greene	<u>Experiences in Language</u>	Ch. 5,6,8,9		L.A.-- all sections
Petty, Petty & Bower	<u>Experiences in Language 2nd Ed.</u>	Ch. 3,4,10,11, 12,19		L.A.--all sections
Petty & Bowen	<u>Slithery Snakes and Other Aids to Children's Writing</u>		LARC	
Phi Delta Kappa	"Educational Requirements for the '70's"		Library	
Phi Delta Kappa	"Educational Goals and Objectives"			
Ployhott & Shuster	<u>Social Science Ed. in the Elem. School, 3rd. Ed.</u>		Library	
Portland Public Schools	"Improving Motor Perceptual Skills"		Library Res.	
Preston & Herman				
Raths	<u>Teaching For Thinking</u>		Lib.Res.	
Unknown author)	"The Red Balloon"	film		Social Studies
Rosenthal & Jacobson	<u>Pygmalion in the Classroom</u>	pp.47-148	LARC	Ed.Psych-- assessment
Rubin	<u>Teaching Elementary Language Arts</u>	Ch. 9,10,13-17 pp. 291-6		L.A.--all; reading, study skills
Russell & Russell	<u>Listening Through the Grades</u>	Entire book	LARC	
Sale	<u>Environmental Education in the Elementary School</u>		Library	

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Salem Public Schools	Learning Package - "Bilingual- Bicultural Education: An Overview"		Lib.Res. under counter	
Science Research Association	<u>Classroom Climate</u>	All		Ed.Psych-- assessment
Simons	<u>Clarifying Values Through Subject Matter</u>			
(simulation)	Games: "Clean Water," "Population," "Economy"		LARC	
	<u>Role Playing for Social Values</u>		Library	
Silvaroli	<u>Classroom Reading Inventory</u>	All		Reading-- comprehension
Skell	<u>The Challenge of Teaching Social Studies in the Elem. School</u>		Library Res.	
(no author)	Slide-tape			
Smith	<u>Adventures in Communication</u>	Ch. 5,6,9-12		L.A.--all sections
Smith	<u>Creative Teaching of the Lang. Arts in the Elementary School</u>	Ch. 4,6-9; pp. 285-6		L.A.--all; reading, study skills
Smith	<u>Reading Instruction for Today's Children</u>	Ch. 9,10		Reading-- comprehension
Smith & Johnson	<u>Teaching Children to Read</u>	Ch.2		Reading-- readiness
Spache	<u>Reading Activities for Child Involvement</u>	Ch. 5,7,8 pp. 166-171, 152-165, 212-223		Reading-- comprehension, study skills
(unknown author)	Spelling Packets			
(unknown author)	"The Story of Pablo"	film		
(unknown author)	"The String Bean"	film		
Stauffer	<u>Teaching Reading as a Thinking Process</u>	pp. 351-361		Reading-- study skills

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Strickland	<u>"Evaluating Children's Compositions" Elem. English</u>	pp. 321-330	Library	L.A.-- writing
Suhor	<u>"Linda's Rewrite", Learning</u>	pp. 20-25	Library	L.A.-- creative writing
Sund	<u>Behavioral Objectives & Evaluational Measures; Science & Mathematics</u>		Lib. Res.	
Swenson	<u>Teaching Arithmetic to Children</u>		Library	
(unknown author)	<u>"Taro, Boy of Japan"</u>	film		Social Studies
Tausig	<u>"How to Kill a Chicken" Grade Teacher</u>	pp. 140-150	Library	L.A.-- creative writing
Tidyman	<u>Teaching Lang. Arts</u>			L.A. - Usage
Tinker and McCullough	<u>Teaching Elem. Reading</u>	pp. 258-285 539-594		Reading-- comprehension
Torrance & Myers	<u>Creative Learning and Teaching</u>	See Assessment	LARC	Ed. Psych
(unknown author)	<u>"Unfinished Stones"</u>	film	Ed. Media Center	L.A.-- Creative Writing
(unknown author)	<u>"A Very Special Day"</u>	film		Social Studies
(unknown author)	<u>"Towards Affective Development"</u>			
U.S.D.A.	<u>Conservation Tools for Educations</u>		Lib. Res. under counter	
USOE	<u>An Intro To Career Education</u>		Library	
Underhill	<u>Teaching Elem. School Mathematics</u>	to be assigned	Library	
Victor	<u>Science for the Elem. School</u>		Library	
(video tape)	<u>"Bread and Butterflies"</u>		LARC	

Author	Title	Recommended Use	Location	Appropriate Syllabus Section
Vigilante	<u>Math. in Elementary Education: Readings</u>		Library	
Wagner, Hosier & Blackman	<u>Listening Games</u>	Entire booklet		L.A.--Listening
Wallen	<u>Competencies in Teaching Reading</u>	Ch. 4,5,sect. 1,2, 3 App.B; pp.437- 448	Library	Reading-- readiness, recognition, assessment, comprehension, study skills
(unknown author)	"Wally and Bertha"			
Wesley	<u>Discovery</u>	Game	Library	
Wesley	<u>Equality</u>	Game	Library	
Wesley	<u>Mahopa</u>	Game	Library	
Wickens	<u>"Please Don't Tell the Children", Young Children</u>	pp. 15-18	Library	L.A.--creative writing
Willson & Hall	<u>Programmed Word Attack for Teachers</u>	All	Library	Reading-- readiness
Witter & Emberlin	<u>"Writing is the Funniest Thing", Oregon ASCD Curriculum Bulletin #318; Aug. 1973.</u>			L.A.-- creative writing
Witucke	<u>Poetry in the Elementary School</u>	pp. 21-26 & 106-111		L.A.--listening creative writing

**APPENDIX D: Instruments Utilized
For the Assessment of Competency**

**The following papers represent the latest edition of the
Competency Assessment Forms**

A GUIDE
TO COMPETENCY DEMONSTRATION
AND
ASSESSMENT
IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES

FORMAL LESSON TEACHING
(2-5 LESSONS)

* * *

SHORT TERM
FULL RESPONSIBILITY
TEACHING
(3-5 DAYS)

* * *

OVERALL PERFORMANCE IN
PRE-STUDENT TEACHING
LABORATORY EXPERIENCES

* * *

STUDENT TEACHING
EQUIVALENCY DEMONSTRATION

Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1977

FIELD TEST FORMAT #5

© 1977 by Oregon College of Education and
The Teaching Research Division, Oregon State System of Higher Education

Table Of Contents

PART	Page
I. The OCE View Of Teaching Competence	1
II. Competency Demonstration Contexts	2
III. Formal Lesson Teaching As A Context For Competency Demonstration	3
A. The Conditions Of Formal Lesson Teaching	3
B. The Review Of Performance In Relation To Standards	6
C. Program Placement Decisions	6
D. Student's Checklist Of Related Tasks	7
E. School Supervisor's Checklist Of Related Tasks	7
F. College Supervisor's Checklist Of Related Tasks	8
G. A Summary Of Program Requirements For Advancement To Short Term Full Responsibility Teaching	9
IV. Short Term (3-5 days) Full Responsibility Teaching As A Context For Competency Demonstration	11
A. The Conditions Of Short Term Full Responsibility Teaching	11
B. The Review Of Performance In Relation To Standards	13
C. Program Placement Decisions	14
D. Student's Checklist Of Related Tasks	15
E. School Supervisor's Checklist Of Related Tasks	16
F. College Supervisor's Checklist Of Related Tasks	17
V. The Pre-Student Teaching Laboratory Experience As A Whole As A Context For Competency Demonstration	19
A. The Conditions Of Pre-Student Teaching As A Whole	19
B. The Review Of Performance In Relation To Standards	19
C. Program Placement Decisions	20

PART	Page
V. D. A Record Of Performance In Pre-Student Teaching Laboratory Experience	21
E. Student's Checklist Of Related Tasks	21
F. School Supervisor's Checklist Of Related Tasks	21
G. College Supervisor's Checklist Of Related Tasks	22
H. A Summary Of Program Requirements For Advancement To Student Teaching	25
VI. Student Teaching Equivalency Demonstration	29
GLOSSARY	31

PART I

THE OCE VIEW OF TEACHING COMPETENCE

The view of teaching competence that has been adopted at OCE is a common sense view. Competence as a teacher means the ability to do the job of a teacher. It means the ability to bring about desired learning outcomes in pupils; the ability to assess learning outcomes of pupils; the ability to design particular learning situations to bring about particular learning outcomes. It also means being able to interpret the program of the school to parents, being able to work effectively with peers, and being able to do all the other things that a teacher must do to be successful.

Put in other terms, the OCE view of teaching competence is an output or product oriented view of competence. Its focus is on outcomes achieved rather than on knowledge or skill gained.

Formally defined, a teaching competence at OCE is:

"The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition";

and a competent teacher is:

"One who has acquired and demonstrated the essential competencies of a professional position and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status. At each certification level, the teacher must also provide evidence that he has mastered the knowledge and skills assumed to be required for the development of his teaching competence at that level."

These correspond to the definitions provided in the Process Standards For Educational Personnel Development Programs adopted by the Oregon Teacher Standards and Practices Commission in July, 1973.

PART II

COMPETENCY DEMONSTRATION CONTEXTS

At OCE, competence as a teacher must be demonstrated under five sets of conditions, three for entry to student teaching or internship, and two for recommendation to certification. The first, and simplest, is that of LESSON TEACHING. The second and third, called SHORT TERM (3-5 days) FULL RESPONSIBILITY TEACHING and THE PRE-STUDENT TEACHING LABORATORY EXPERIENCE AS A WHOLE, are more complex. An acceptable level of performance in both of these more complex contexts is required for entry to student teaching or intern teaching.

Demonstration of competence in all three teaching contexts takes place in a two term, 18 credit hour, "blocked" program of instruction and supervision.

The two sets of conditions under which teaching competence must be demonstrated at OCE to be recommended for certification take place within student teaching or intern teaching. These two demonstration contexts are referred to, respectively, as EXTENDED (2-5 weeks) FULL RESPONSIBILITY TEACHING and PERFORMANCE IN STUDENT TEACHING (OR INTERN TEACHING) AS A WHOLE. An acceptable level of performance in both contexts is required for recommendation to certification.

The relationship of these five competency demonstration contexts to program structure and certification can be summarized as follows:

CONTEXTS FOR COMPETENCE DEMONSTRATION: PRE-CERTIFICATION (A part of the "Elementary Block" Program)

- . Formal Lesson Teaching (2 to 5 lessons)
- . Short Term Full Responsibility Teaching (3 to 5 days)
- . Performance In The Pre-Student Teaching Laboratory
Experience As A Whole

CONTEXTS FOR COMPETENCY DEMONSTRATION: INITIAL (BASIC) CERTIFICATION (Student Teaching or Intern Teaching)

- . Extended Full Responsibility Teaching (2 to 5 weeks)
- . Performance in Student Teaching (or Intern Teaching) As
A Whole

This Guide deals with competency demonstration and assessment in the three pre-certification contexts. A separate Guide has been prepared for competency demonstration and assessment within the context of student or intern teaching.

PART III

FORMAL LESSON TEACHING AS A CONTEXT FOR COMPETENCY DEMONSTRATION

Informal lesson teaching may occur within a week or two after a prospective teacher enters the Elementary Block program and will continue throughout the entire program. The first formal assessment of teaching competence in the OCE elementary teacher education program, however, involves the presentation of two to five lessons, each of which covers at least a 20 minute period of time.

Lessons taught for purposes of formal assessment differ from informal lessons in two important ways. First, a lesson plan must be approved by both a college and school supervisor before the lesson is taught (the approval of a content specialist may also be sought). Second, the performance of the student who presents the lesson is carefully evaluated and recorded on specially prepared assessment forms.

A minimum of two lessons must be observed formally, and a student's performance must meet established standards. The decision to use two lessons as a minimum base for competency demonstration in lesson teaching represents a compromise that allows some variability to be observed in planning and teaching, but at the same time keeps time and resource requirements within reasonable limits.

The choice of five lessons as the maximum number is based on the assumption that if a prospective teacher is not able to meet performance standards for lesson teaching after five formal lesson evaluations, there is serious question whether program resources should continue to be invested in the student -- or whether the student should continue to invest resources in attempting to become a teacher.

A. THE CONDITIONS OF FORMAL LESSON TEACHING

The basic condition of formal lesson teaching is an arrangement with a school wherein a student may teach a set of 2-5 carefully prepared and assessed lessons of approximately twenty minutes to fifty minutes in length. At least one of the lessons must provide for instruction for all pupils in the class. The successful completion of formal lesson teaching is a prerequisite to practice in full responsibility teaching. The specific conditions that are to attend such an arrangement are described below.

Entry Requirements

Prior to a formal lesson evaluation, a student must have successfully completed a number of informal teaching experiences in the school setting. At what point this occurs is left to the judgment of the classroom and

college supervisors, though both must agree. Before undertaking formal lesson teaching, the student should be familiar with the pupils to be taught and the policies governing teaching responsibilities in the school. The student is to negotiate all lessons to be taught with both the college and school supervisor.

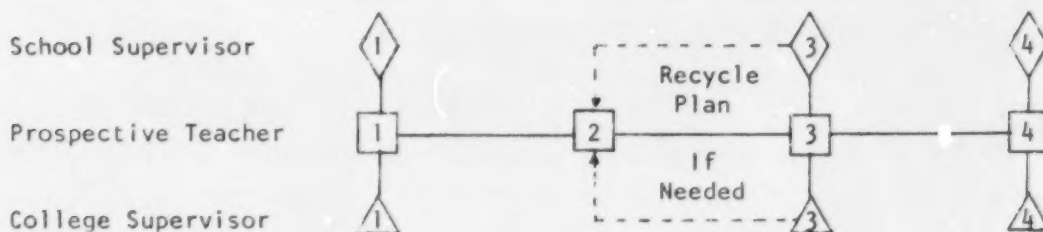
Planning Requirements

The prospective teacher must negotiate with his supervisors as to whether or not he wishes numerical ratings of performance on Competency Clusters I, II and/or III to be used for purposes of feedback. This is an option of the prospective teacher since ratings of teaching competency at the level of lesson teaching do not enter permanent records!

Before teaching a formal lesson, the prospective teacher must negotiate and then prepare a detailed plan of what is to be taught. The lesson is expected to take place within the context of established subject areas of the school's curriculum, and is to be consistent with and supportive of instruction taking place in the regular school program. The specific content to be taught, however, as well as the day and time it is to be taught, the children who are to be taught, the learning outcomes expected from the lesson, and the instructional and assessment procedures to be used in relation to those outcomes, are all to be negotiated with the school and college supervisors before planning the lesson.

Once prepared, the plan must be approved by both the college and school supervisors before the lesson may be taught.

The steps involved in preparing to teach a formal lesson can be summarized as follows:



- (1) Student negotiates lesson to be taught with school and college supervisors;
- (2) Using Competency Cluster I as a guide (see accompanying assessment forms for lesson teaching), student prepares lesson plan;
- (3) Student takes plan to college and school supervisors for review and signed approval of Competency Cluster I (if revision is necessary the student is to recycle through steps 2 and 3);

- (4) Student teaches the lesson, and either or both supervisors assess the lesson and record their assessment on Competency Clusters II and III.

Competency Demonstration

Three "clusters" of competencies are to be demonstrated within the context of formal lesson teaching. These are competencies that deal with:

- I. Planning and Preparing for Instruction;
- II. Performing Instructional Functions;
- III. Obtaining and Using Pupil Outcome Information.

The specific competencies to be demonstrated within each cluster are described in the accompanying assessment forms (see Competency Clusters I, II, and III). The performance standards that pertain to competence demonstration within the context of formal lesson teaching are listed on the next page.

Supervision And Assessment

All formal lesson presentations are to be observed and assessed by the classroom supervisor, and at least one of the lessons is to be observed and assessed by the college supervisor. The student should schedule a conference with each supervisor after each formal lesson teaching experience. In these conferences, markings on the competency assessment forms will be reviewed, and the basis for the markings will be discussed so that agreement can be reached as to their appropriateness.

At no time is a college supervisor to alter the markings given by a school supervisor, or vice versa.

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest evaluation provides the soundest base for improvement.

B. THE REVIEW OF PERFORMANCE IN RELATION TO STANDARDS

After two or more formal lessons have been presented, and performance in both has been reviewed, the college supervisor and student are to review performance across lessons to see if the standards that have been set for formal lesson teaching have been met. These standards are:

- Standard 1: Evidence that each area of competence to be demonstrated in formal lesson teaching (see Competency Clusters II and III) has been demonstrated satisfactorily--that is, a rating of three or better--in at least one of the lessons presented; and
- Standard 2: Evidence that a preponderance of the competencies to be demonstrated in formal lesson teaching have been demonstrated at an acceptable level.

Program placement decisions are made on the basis of this review process.

C. PROGRAM PLACEMENT DECISIONS

Depending upon overall performance in lesson teaching one or two program placement decisions are made. These are:

1. If performance standards are met, advance to short term (3 to 5 days) full responsibility teaching;
2. If performance fails to meet standards, prepare and present one or more additional lessons in an effort to bring performance to the standards required.

The college supervisor is responsible for all program placement decisions that follow from competency demonstration within the context of formal lesson teaching.

D. STUDENT'S CHECKLIST OF TASKS FOR LESSON TEACHING

1. Obtain permission from college and school supervisors to teach a lesson formally.
2. Negotiate with the school supervisor the lesson to be taught (this is to include the specific children to be taught, lesson, topic, time, place, etc.).
3. Prepare a lesson plan (use Competency Cluster I for Lesson Teaching as a guide for what is to be included in the plan).
4. Take the plan to both school and college supervisors for assessment and approval (signatures and markings on Competency Cluster I are required to show clearance).
5. Teach the lesson, and obtain evidence of pupil learning.
- *6. -
7. -
8. Confer with both school and college supervisors in relation to performance on each lesson presented, and the outcomes achieved by pupils.
9. -
10. Recycle through steps 1-8 as many times as necessary to complete the 2 to 5 formal lessons, and review performance in relation to STANDARDS FOR LESSON TEACHING with college supervisor.
11. If standards for lesson teaching are met you may advance to Short Term (3-5 days) Full Responsibility Teaching. If standards are not met, you may have to provide additional evidence of competence in some particular aspect of lesson teaching, or teach additional lessons.

E. SCHOOL SUPERVISOR'S CHECKLIST OF TASKS FOR LESSON TEACHING

1. Give permission for prospective teacher to prepare plan for formal lesson teaching.
2. Negotiate the lesson to be taught with the prospective teacher, including topic and children to be taught.
- *3. -
4. Assess prospective teacher's plan using forms for Competency Cluster I.
- 5,6. Observe/instruct/assess prospective teacher's performance in lesson teaching, using forms for Competency Cluster II and III.
7. -
8. Review with the prospective teacher his or her performance on the lesson taught, and discuss the markings used for Competency Clusters II and III. Review also all data and interpretive summaries pertaining to pupil outcomes.
9. -
10. Recycle through steps 1-8 for each formal lesson.
11. -

* A blank following a number simply means that someone other than you carries out this step.

F. COLLEGE SUPERVISOR'S CHECKLIST OF TASKS FOR LESSON TEACHING

1. Give permission for prospective teacher to prepare plan for formal lesson teaching.
- *2. -
3. -
4. Assess prospective teacher's plan, using forms for Competency Cluster I.
5. -
6. -
7. If possible, observe and assess prospective teacher's performance, using forms for Competency Clusters II and III (at least one of each prospective teacher's formal lessons must be assessed by the college supervisor).
8. Review performance on the lesson taught with the prospective teacher, and discuss the markings used for Competency Clusters II and III. Review also all data and interpretive summaries pertaining to pupil outcomes.
9. -
10. Recycle through steps 1-8 for each formal lesson taught.
11. Carry out a performance standards check for lesson teaching with the prospective teacher, and confer with him on the results. When standards are met a prospective teacher may advance to short term (3-5 days) full responsibility teaching. If standards are not met the prospective teacher may be required to provide additional evidence of competence in some particular aspect of lesson teaching, or teach additional lessons.

* A blank following a number simply means that someone other than you carries out this step.

G. A SUMMARY OF PROGRAM REQUIREMENTS FOR
ADVANCEMENT TO SHORT TERM FULL RESPONSIBILITY TEACHING

PERFORMANCE IN LESSON TEACHING

Number And Kind Of Formal
Lessons To Be Taught

- . Two to five (the specific number is to be negotiated with the college supervisor)
- . Any subject area, so long as the lesson is approved by the school supervisor
- . At least one of the lessons must provide for instruction for all pupils in the class
- . Any kind of learning outcome may be pursued in a lesson, so long as the outcome and indicators of outcome achievement are approved by both the college and school supervisor (see GLOSSARY, pp 33 and 34)

Preparing To Teach A Lesson

- . Obtain approval to prepare a formal lesson plan (this should follow informal discussions with both supervisors about the subject area and focus of the lesson)
- . Prepare a plan that is consistent with the requirements for lesson teaching (see Competency Cluster I, LESSON TEACHING)
- . Obtain both supervisors' signed approval of the plan
- . Upon approval of the plan make all arrangements needed to teach the lesson, including the preparation of materials, the preparation of procedures by which to assess the outcomes desired from the lesson, confirmation of who is to assess performance, etc.

Teaching A Lesson

- . Assume full responsibility for teaching the lesson
- . If possible have the school supervisor observe and assess each lesson taught
- . Arrange to have the college supervisor assess at least one of the lessons taught

Evaluating Formal Lesson Teaching

- . Discuss with supervisors whether numerical ratings of performance are to be used for purposes of feedback
- . Review performance with your supervisors, including data collected on pupil learning and your interpretation of those data (do this as soon as possible after each lesson has been taught)
- . After two or more lessons have been taught have your college supervisor evaluate performance in lesson teaching to determine whether PERFORMANCE STANDARDS FOR LESSON TEACHING have been met (see below). If they have, short term full responsibility teaching may be undertaken. If not, formal lesson teaching will need to be continued.

Performance Standards For Formal Lesson Teaching

- Standard 1: Evidence that each area of competence to be demonstrated in formal lesson teaching (see Competency Clusters II and III) has been demonstrated satisfactorily--that is, a rating of three or better--in at least one of the lessons presented; and
- Standard 2: Evidence that a preponderance of the competencies to be demonstrated in formal lesson teaching have been demonstrated at an acceptable level.

PART IV

SHORT TERM FULL RESPONSIBILITY TEACHING AS A CONTEXT FOR COMPETENCY DEMONSTRATION

The second context for the demonstration of competence as a teacher in the elementary teacher education program at OCE is short term (3-5 days) full responsibility teaching. Successful performance in lesson teaching is required for advancement to STFR teaching, and successful performance in STFR teaching is required for advancement to student teaching or intern teaching. The competencies to be demonstrated in STFR teaching, and the procedures to be followed in doing so, are outlined in the pages that follow.

A. THE CONDITIONS OF SHORT TERM FULL RESPONSIBILITY TEACHING

The basic condition of short term full responsibility teaching is an arrangement with a school supervisor for a prospective teacher to assume full responsibility for the learning of pupils throughout the course of three to five full days of schooling (the number of days depend on the needs or desires of a student and the judgment of his supervisors).

Entry Requirements

In order to engage in short term full responsibility teaching a prospective teacher must have completed successfully the requirements of FORMAL LESSON TEACHING (see pp 3 to 10). In addition, he must be familiar with the pupils to be taught, familiar with the policies governing teaching and teacher responsibilities in the school in which teaching is to occur, and receive approval to proceed with planning for STFR teaching by both his college and school supervisors.

Teaching Requirements

When participating in STFR teaching a prospective teacher is responsible for all subject areas offered as part of the regular instructional program. Instruction is expected to be consistent with and an extension of the instruction pupils have been receiving, and which they will continue to receive after the short term teaching experience has been completed.

Planning Requirements

Each prospective teacher must prepare a general plan for all subject areas to be taught during the course of the three to five day teaching experience, and be prepared to answer detailed questions about them. The

assessment form for Competency Cluster I (see accompanying assessment forms for STFR teaching), may be used as a guide for the elements to be included in the plan. The format is to be one which will be of maximum use to the student and still convey adequately to the supervisors what is to be done and what is to be accomplished by way of pupil learning during STFR teaching. As in the case of FORMAL LESSON TEACHING all plans must be approved before short term full responsibility teaching can be undertaken.

Competency Demonstration Requirements

Three "clusters" of teaching competencies are to be demonstrated in short term full responsibility teaching. These are:

- . Competency Cluster I: Planning and Preparing for Instruction;
- . Competency Cluster II: Performing Instructional Functions;
- . Competency Cluster III: Obtaining and Using Pupil Outcome Information.

These same clusters of competencies are demonstrated in FORMAL LESSON TEACHING. Additional competencies have been added within Clusters for STFR teaching, however, and the performance expectations for each competency are higher. Greater attention also is given to pupil outcome information.

The specific competencies to be demonstrated within each of these clusters, and examples of the indicators to be used as evidence of their demonstration, are described in the STFR teaching forms. In contrast to the assessment of formal lesson teaching, numerical ratings must be provided for each competency to be demonstrated in STFR teaching! Ratings of performance are to be provided by both college and school supervisors. Both sets of ratings are entered into permanent file for purposes of research (provided a student gives permission to use this information for research), and both are made available to supervisors when a student enters student teaching or an internship.

Negotiation, Supervision and Assessment

The specific days, children, learning outcomes and instructional and assessment procedures to be used in the three to five day teaching period are to be negotiated with the classroom supervisor. When this negotiation has been completed, plans for the three to five day period are to be prepared and taken for evaluation and approval to both the college and classroom supervisors.

Arrangements must be made at the time plans are approved for the classroom supervisor to be available during the days that full responsibility teaching is to take place, and for the college supervisor to be in attendance on at least a portion of two of these days. Arrangements must also be made to insure opportunity for a conference with the classroom

supervisor at the end of each full responsibility teaching day. The conferences should focus on teaching performance during the day, and a review of the next day's plan in light of the day just completed. If major changes need to be made in the previously prepared plan, a revised plan must be prepared but need not be filed with the college supervisor until the three to five day teaching experience has been completed.

Upon completing the full responsibility teaching experience, the prospective teacher is to arrange an evaluation conference with both the classroom supervisor and college supervisor (while a three way conference is most desirable, other arrangements may be made). In these conferences, markings on the competency assessment forms (Cluster II and III competencies) will be reviewed, and the basis for the markings will be discussed so that agreement can be reached as to their appropriateness. In addition, the summary of pupil outcome information and an interpretive summary of the STFR teaching experience, both prepared by the prospective teacher upon its completion, will also be discussed. The interpretive summary is to be diagnostic and evaluative in nature, focusing on how well or poorly the teaching went during the course of the three to five days, factors which might account for performance, and what might be done in future to improve it. (For further information about the review of the interpretive summary see the final indicator in Competency Cluster III, page 4 in the STFR assessment forms.)

At no time is a college supervisor to alter the markings given by a school supervisor, or vice versa.

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest evaluation provides the soundest base for improvement.

B. THE REVIEW OF PERFORMANCE IN RELATION TO STANDARDS

During the conference with the college supervisor following the completion of STFR teaching, and after the numerical ratings for Cluster II and III competencies have been assigned and discussed, the performance of the prospective teacher will be reviewed to see if the standards that have been set for STFR teaching have been met. These standards are:

Standard 1: Cluster I competency ratings shall average 3 or better before proceeding to teach;

Standard 2: Cluster II competency ratings based on prospective teacher behavior or shall average 3 or better (competency ratings based on pupil behavior are not to be considered in judging performance in relation to standards in the context of STFR teaching);

Standard 3: Cluster III competency ratings shall average 3 or better (STFR teaching does not contain a performance standard for the achievement of pupil outcomes; student teaching does).

Program placement decisions (see below) are made on the basis of this review process.

C. PROGRAM PLACEMENT DECISIONS

Depending upon overall performance in STFR teaching one of three program placement decisions are made. These are:

1. If performance meets the standards that have been set the prospective teacher may proceed to complete the pre-student teaching laboratory experience, and demonstrate the balance of competencies required within it;
2. If performance does not meet the standards that have been set additional full responsibility teaching must be arranged in an effort to bring performance to the standards required (both the prospective teacher and college sponsor are to be involved in arranging additional classroom experience); or
3. If performance exceeds the standards that have been set the prospective teacher may apply for entry to a "Student Teaching Equivalency" option (see pp 29 and 30).

The college supervisor is responsible for all program placement decisions that follow from competency demonstration within the context of short term full responsibility teaching.

D. STUDENT'S CHECKLIST OF TASKS FOR
SHORT TERM FULL RESPONSIBILITY TEACHING

1. Obtain permission from college and school supervisors to begin planning for STFR teaching.
2. Negotiate with school supervisor what is to be taught over the course of the 3 to 5 days.
3. Prepare an instructional plan for the 3 to 5 day period.
4. Take plan to both college and school supervisors for assessment and approval (signatures and ratings required on Cluster I forms); arrange time for college supervisor's observation.
5. Teach day 1.
6. Review performance in day 1 with school supervisor, and review plans for day 2 in light of day 1 outcomes.
7. Revise plans for day 2 as needed.
8. Teach day 2 and subsequent days of STFR teaching (steps 6 and 7 are repeated for each additional day teaching occurs).
9. After the last day of STFR teaching prepare the summary of pupil outcome information and the interpretive summary of the STFR teaching experience, and then meet with both school and college supervisors for an evaluation of overall performance during the STFR teaching experience (all indicators in Clusters II and III are to be marked during observations by the school and college supervisors). At this conference the supervisor and student are to arrive at the numerical ratings for Clusters II and III.
- *10. -
11. -
12. -

* A blank following a number simply means that someone other than you carries out this step.

E. SCHOOL SUPERVISOR'S CHECKLIST OF TASKS FOR
SHORT TERM FULL RESPONSIBILITY TEACHING

1. Give permission for prospective teacher to begin planning for STFR teaching.
2. Negotiate with prospective teacher what is to be taught over the course of the 3 to 5 days (this is to include full responsibility for the total ongoing program in your room).
- *3. -
4. Review, assess (using forms for Competency Cluster I) and approve prospective teacher's instructional plans for the 3-5 day period).
5. Observe prospective teacher teach, and mark indicators of performance in relation to Cluster II and III competencies.
6. Review performance in day 1 and review plans for day 2 in light of day 1 outcomes.
7. -
8. Repeat steps 5 and 6 for each day of STFR teaching.
9. After the last day of full responsibility teaching assess performance in relation to Cluster II and III competencies, confer with prospective teacher on overall performance during STFR teaching, and arrive at the numerical ratings for Clusters II and III. Also review the prospective teacher's summary of pupil outcome information, and review and approve his interpretive summary of the STFR teaching experience. If standards 2 and 3 (see p 14) appear to have been met enter in pencil numerical ratings for each competency listed on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES (see p 23) and forward the assessment forms, data summaries and the interpretive summary to the college supervisor for review and final evaluation. Keep, for the time being, the RECORD OF PERFORMANCE.
10. -
11. -
12. -

* A blank following a number simply means that someone other than you carries out this step.

F. COLLEGE SUPERVISOR'S CHECKLIST OF TASKS FOR
SHORT TERM FULL RESPONSIBILITY TEACHING

1. Give permission for prospective teacher to begin planning for STFR teaching.
- *2. -
3. -
4. Review, assess (using forms for Competency Cluster I) and approve prospective teacher's instructional plans for the 3-5 day period (also arrange times to observe teaching during the 3 to 5 day period).
5. }
6. } Observe the prospective teacher at least twice during the 3-5 day
7. } teaching period and mark indicators each time for Cluster II and
8. } III competencies (confer with the prospective teacher's school supervisor, if needed, to complete Cluster II forms).
9. After the last day of full responsibility teaching assess performance in relation to Cluster II and III competencies, confer with the prospective teacher on overall performance during STFR teaching, and arrive at the numerical ratings for Clusters II and III. Also review the prospective teacher's summary of pupil outcome information and review and approve his interpretive summary of the STFR teaching experience. Check performance in relation to standards. If standards 2 and 3 are met (see p 14), enter in pencil the numerical ratings for Competency Clusters I, II, III on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCE (see p 23) and attach any summary of pupil outcome information to the RECORD. If standards 2 and 3 are not satisfactorily met, additional teaching days must be arranged.
10. If performance is acceptable forward Cluster I, II and III forms, and the attached information on pupil outcome, to evaluation staff for data reduction and storage. Keep, for the time being, the RECORD OF PERFORMANCE.
11. -
12. File plans and assessment forms in the student's teaching portfolio.

* A blank following a number simply means that someone other than you carries out this step.

CATCH
A
CHILD
BEING
GOOD

PART V

THE PRE-STUDENT TEACHING LABORATORY EXPERIENCE AS A WHOLE AS A CONTEXT FOR COMPETENCY DEMONSTRATION

The third context in which competence as a teacher must be demonstrated in the elementary teacher education program at OCE is the pre-student teaching laboratory experience as a whole. Successful performance in this context, as well as successful performance in STFR teaching, is required for advancement to student teaching or intern teaching. The competencies to be demonstrated in this context, and the procedures to be followed in doing so, are outlined in the pages that follow.

A. THE CONDITIONS OF PRE-STUDENT TEACHING AS A WHOLE

When the conditions of STFR teaching have been met the essential conditions for pre-student teaching as a whole have been met, namely, engaging in a wide variety of informal and formal teaching experiences over the course of two terms, including responsibility for several full-day teaching experiences. If STFR teaching is completed before the two term "block" experience as a whole has been completed, arrangements must be made for additional laboratory experiences, but there are not specifications as to what these should be.

Two clusters of competencies, however, are to be demonstrated within the context of the pre-student teaching experience as a whole. These are:

- . Competency Cluster IV: Relating Interpersonally; and
- . Competency Cluster V: Performing Related Professional Responsibilities.

The specific competencies to be demonstrated within each of these clusters, and examples of the indicators to be used as evidence of their demonstration are described in the accompanying assessment forms.

B. THE REVIEW OF PERFORMANCE IN RELATION TO STANDARDS

Two standards have been set for performance in the pre-student teaching experience as a whole. Both, of necessity, reflect performance in STFR teaching, but both are to be based on performance throughout the two terms of classroom experience. The two standards are:

- Standard 4: The cycle of planning, teaching, and assessing learning outcomes, and using learning outcome information as a basis for further

planning and teaching (cluster I, II and III competencies) is reflected generally in the student's performance as a prospective teacher; and

Standard 5: Ratings assigned Cluster IV competencies (Relating Interpersonally) and Cluster V competencies (Performing Related Professional Responsibilities) are each to average 3 or better.

At the end of the pre-student teaching experience as a whole the prospective teacher is to confer with his supervisors about performance in relation to Standards 4 and 5. Performance in relation to Standard 4 is to involve a review of ratings given on Competency Clusters I, II and III in STFR teaching, and a comparison of performance in the pre-student teaching experience as a whole with these ratings.

Performance in relation to Standard 5 is to involve a review of the markings on the indicators for competencies in Clusters IV and V, and an assignment of numerical ratings for each Cluster IV and V competency. These ratings can then be reviewed to see whether the performance standard for Competency Cluster IV and V has been met.

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest evaluation provides the soundest base for improvement.

C. PROGRAM PLACEMENT DECISIONS

Depending upon overall performance in STFR teaching and the pre-student teaching laboratory experiences as a whole, one of two program placement decisions is to be made. These are:

1. If standards are met the prospective teacher may complete application for student teaching or intern teaching;
2. If standards are not met, additional full responsibility teaching must be arranged in an effort to bring performance to the standards required (both the prospective teacher and college supervisor are to be involved in arranging additional classroom experience).

As in the case of program placement decisions following STFR teaching, the college supervisor is responsible for all program placement decisions that follow from competency demonstration within the pre-student teaching laboratory experience as a whole.

D. A RECORD OF PERFORMANCE IN PRE-STUDENT
TEACHING LABORATORY EXPERIENCES

If performance standards for the pre-student teaching laboratory experience as a whole have been met (see pp 19 and 20), all numerical ratings for competencies demonstrated in STFR teaching (Competency Clusters I, II and III) and the pre-student teaching laboratory experience as a whole (Competency Clusters IV and V) are to be entered on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES (see the buff colored form, p 23). The form is then to be forwarded to the evaluation staff for data reduction and storage, and to the OCE Field Placement Office. In addition the assessment forms for Competency Clusters IV and V are to be filed in the student's teaching portfolio.

E. STUDENT'S CHECKLIST OF TASKS FOR COMPETENCY
DEMONSTRATION AND ASSESSMENT IN THE PRE-STUDENT
TEACHING LABORATORY EXPERIENCE AS A WHOLE

1. At or near the end of the second term of the Elementary Block experience, arrange a final evaluation conference with both school and college supervisors to consider performance in relation to Competency Clusters IV and V, and to arrive at the numerical ratings for the competencies involved.
2. After step 1 has been completed, arrange with the college supervisor for a final review of performance in relation to the standards that have been set for the Elementary Block teaching experience as a whole (Competency Clusters I, II, III, IV and V), and for the completion of the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES. If standards are satisfactorily met, a student may advance to student teaching or intern teaching. If they are not, additional pre-student teaching laboratory experience must be arranged.

*3,4,5. -

F. SCHOOL SUPERVISOR'S CHECKLIST OF TASKS FOR COMPETENCY
DEMONSTRATION AND ASSESSMENT IN THE PRE-STUDENT
TEACHING LABORATORY EXPERIENCE AS A WHOLE

1. At or near the end of the second term of the Elementary Block teaching experience, mark the indicators for performance in relation to Cluster IV and V competencies, and confer with the prospective teacher about the numerical ratings to be given.
2. After arriving at these ratings with the student, review them in relation to performance standards 4 and 5 (see pp 19 and 20). If standards are not satisfactorily met, additional teaching days must

* A blank following a number simply means that someone other than you carries out this step.

be arranged. If standards 4 and 5 appear to have been met enter in pencil numerical ratings for each Cluster IV and V competency listed on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES and forward the assessment forms and the RECORD OF PERFORMANCE to the college supervisor for review and final evaluation.

*3.4.5. -

G. COLLEGE SUPERVISOR'S CHECKLIST OF TASKS FOR COMPETENCY
DEMONSTRATION AND ASSESSMENT IN THE PRE-STUDENT
TEACHING LABORATORY EXPERIENCE AS A WHOLE

1. At or near the end of the term mark the indicators of performance for Cluster IV and V competencies, and confer with the school supervisor about the numerical ratings to be given. Collect the school supervisor's assessment forms and RECORD OF PERFORMANCE, and confer with the prospective teacher about the numerical ratings to be given.
2. After arriving at these ratings with the student, review them in relation to performance standards 4 and 5 (see pp 19 and 20). If standards are not satisfactorily met, additional teaching days must be arranged. If standards are met, enter in ink numerical ratings for each competency listed on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES (see p 23), and forward along with the assessment forms to the evaluation staff for data reduction and storage.
3. If performance standards are met for Clusters I through V, confer with the prospective teacher about subsequent program placement decisions. If met, a student may advance to student teaching or intern teaching; if not, additional pre-student teaching laboratory experience must be arranged.
4. -
5. Upon return from the evaluation staff, place all assessment forms, plans and related materials in the prospective teacher's "teaching portfolio", and forward the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES to the field placement office for distribution to supervisors of student teaching. Be sure that any summary of pupil outcome information from STFR teaching is attached to the RECORD.

* A blank following a number simply means that someone other than you carries out this step.

A RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES
THE ELEMENTARY TEACHER PREPARATION PROGRAM, OREGON COLLEGE OF EDUCATION

Student's Name	Terms Enrolled in Block	College Sponsor
School In Which Teaching Occurred	Grade Level	School Supervisor

This is a summary of the student's performance as a teacher in the OCE ELEMENTARY BLOCK program. The information on Planning, Teaching and Assessing represents the quality of performance reflected in ___ consecutive days of full responsibility teaching. The information on Maintaining Relationships and Attending to Related Professional Responsibilities represents the quality of performance observed over the course of two full terms of laboratory experience.

The key used in marking is: (1) = NOT COMPETENT; (2) = APPROACHING COMPETENCE; (3) = GENERALLY COMPETENT; (4) = HIGHLY COMPETENT and (5) = EXCEPTIONALLY COMPETENT. For indicators of competence in each of the areas listed below see the forms used for assessing competence in Short Term Full Responsibility Teaching.

	Coll Sup Ratings	Schl Sup Ratings		Coll Sup Ratings	Schl Sup Ratings
PLANNING			ASSESSING		
1.1 Desired learning outcomes	---	---	3.1 Obtaining pupil outcome data	---	---
1.2 Instructional activities, materials and procedures	---	---	3.2 Analyzing pupil outcome data	---	---
1.3 The assessment of learning	---	---	3.3 Using pupil outcome data	---	---
TEACHING					
Ratings Based On Teacher Behavior			Ratings Based On Pupil Behavior		
2.1 Managing instructional transitions and terminations	---	---	2.1p Pupils move effectively from one activity to the next	---	---
2.2 Conveying learning outcomes desired from instruction	---	---	2.2p Pupils appear to understand the learning outcomes expected from instruction	---	---
2.3 Carrying out instructional activities	---	---	2.3p Pupils respond favorably to in- structional activities	---	---
2.4 Managing classroom behavior	---	---	2.4p Pupils respond in desired ways to behavior management techniques	---	---
MAINTAINING RELATIONSHIPS			ATTENDING TO RELATED PROFESSIONAL RESPONSIBILITIES		
4.1 With pupils	---	---	5.1 Managing non-instructional activities	---	---
4.2 With supervisors and colleagues	---	---	5.2 Developing professional respon- sibility	---	---
			5.3 Maintaining the learning environ- ment	---	---

On the basis of my knowledge of this student's performance in elementary block, including my knowledge of the basis for the performance ratings recorded on this form, I recommend _____ the student advance to student teaching.

do not recommend _____

College Supervisor

Date

COMMENTS

24

I have seen this information, and I agree _____ with it.

disagree _____

Student

Date

COMMENTS

H, A SUMMARY OF PROGRAM REQUIREMENTS FOR ADVANCEMENT TO STUDENT TEACHING

PERFORMANCE IN SHORT TERM FULL RESPONSIBILITY TEACHING

Length Of Time And Subject Areas To Be Taught

- . Three to five consecutive days of teaching
- . All subject areas and other activities that ordinarily would take place during this period

Learning Outcomes To Be Achieved

- . Learning outcomes are to be assessed formally in major subject areas (see GLOSSARY, pp 33 and 34)
- . At least one of the desired outcomes to be assessed must represent a level of reasoning beyond simple recall or recognition
- . At least one must be an attitudinal outcome

Preparing For STFR Teaching

- . Negotiate through both supervisors the number of days and the content of what is to be taught
- . Prepare a plan that is consistent with the requirements for STFR teaching (see Competency Cluster I, STFR TEACHING)
- . Obtain signed approval of the plan by both supervisors
- . After plans are approved make arrangements to carry out and assess the outcomes of performance during the full responsibility teaching period, including learning outcomes achieved with pupils

Carrying Out STFR Teaching

- . Assume full responsibility for the three to five consecutive days of teaching
- . If possible, review performance with the school supervisor at the end of each day, and make plans for the next day of teaching in light of this review
- . Arrange to have the college supervisor observe at least twice during the three to five day teaching period

Evaluating STFR Teaching

- . After completing the three to five days of full responsibility teaching prepare a summary of the pupil outcomes achieved, and an "interpretive summary" of the experience as a whole (see p 13 of this GUIDE).
- . Meet with both school and college supervisors to review (a) the pupil outcome summary, (b) the "interpretive summary", and (c) the evaluations made of performance on Competency Clusters II and III during the STFR teaching experience (numerical ratings of performance are to be provided only after STFR teaching has been completed, and they are to be arrived at in conference with the student; both supervisors are to provide feedback about performance in STFR teaching in terms of indicator markings and numerical ratings of competence).
- . In the course of this review, determine with the college supervisor whether PERFORMANCE STANDARDS FOR STFR TEACHING have been met (see below). If they have not, additional days of full responsibility teaching will need to be arranged.

Performance Standards For STFR Teaching

- Standard 1: Cluster I competency ratings shall average 3 or better before proceeding to teach
- Standard 2: Cluster II competency ratings based on prospective teacher behavior shall average 3 or better (competency ratings based on pupil behavior are not to be considered in judging performance in relation to standards in the context of STFR teaching)
- Standard 3: Cluster III competency ratings shall average 3 or better (STFR teaching does not contain a performance standard for the achievement of pupil outcomes; student teaching does)

NOTE: When these standards have been met, enter in pencil the numerical ratings for each competency within Clusters I, II and III on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES.

OVERALL PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES

Evaluating Performance Generally In Pre- Student Teaching Laboratory Experiences

- . At or near the end of the second term of Elementary Block, arrange a final evaluation conference with both school and college supervisors

to consider performance in relation to Competency Cluster IV (Relating Interpersonally) and Competency Cluster V (Performing Related Professional Responsibilities).

- . In the course of this review determine with the college supervisor whether PERFORMANCE STANDARDS FOR TEACHING IN THE ELEMENTARY BLOCK PROGRAM AS A WHOLE have been met (see below). If they have, a student may complete plans for student teaching or intern teaching. If not, additional pre-student teaching laboratory experience will need to be arranged.
- . After meeting performance standards for the Elementary Block program as a whole, complete the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES with the college supervisor. This record is to consist of the numerical ratings assigned by both the college and school supervisors for performance on Clusters I through V, and is to have attached to it any summary of information on pupil outcomes achieved in STFR teaching. The information contained on the RECORD and its attachments will be conveyed to supervisors of student teaching and will be used for research.

Performance Standards For Teaching In
The Elementary Block Program As A Whole

- Standard 4: The cycle of planning, teaching, and assessing learning outcomes, and using learning outcome information as a basis for further planning and teaching (Cluster I, II and III competencies) is reflected generally in the student's performance as a prospective teacher
- Standard 5: Ratings assigned Cluster IV competencies (Relating Interpersonally) and Cluster V competencies (Performing Related Professional Responsibilities) are each to average 3 or better

NOTE: When these standards have been met, enter in ink the numerical ratings for each competency within Clusters I through V on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES. Forward the RECORD OF PERFORMANCE as directed on p 22.

IF
IT
FEELS GOOD
DO
IT

PART VI

STUDENT TEACHING EQUIVALENCY DEMONSTRATION

It is possible for a prospective teacher to complete the requirements for entry into student teaching early in the pre-student teaching component of the program, and to enter what is termed a student teaching equivalency context. This is a full responsibility teaching situation that extends for at least five full days and may go for as long as ten.

To enter a student teaching equivalency context three conditions must be met: (a) the prospective teacher must be recommended to attempt extra laboratory teaching early in the second quarter of the pre-student teaching component of the program; (b) the prospective teacher must secure the approval of the principal, supervisor and sponsor to enter such an arrangement; and (c) he or she must be rated as being superior in the performance of teaching functions in both lesson teaching and short term full responsibility teaching.

A committee including professors and classroom teachers will examine all data pertaining to the performance of the prospective teacher in the five to ten days of full responsibility teaching (the competency assessment forms and performance standards for student teaching or first term of intern teaching are used to assess performance in the student teaching equivalency context), and arrive at a decision concerning the placement of the prospective teacher in the program. The data will be presented by the prospective teacher's sponsor, and will include the necessary context building that will permit the committee to arrive at a fair and objective judgment. A segment of video tape recording taken during the equivalency demonstration is to be included as part of the prospective teacher's record, along with lesson plans and the evaluations of the college and school supervisors of the prospective teacher's performance.

Based on the performance of a prospective teacher in this demonstration context he or she may be judged as:

- . having demonstrated the level of teaching competency expected of prospective teachers in the practicum (student teaching or intern teaching) component of the program;
- . meeting the teaching competency requirements of the practicum component of the program except for completion of specified tasks or the provision of specified evidence; or
- . having not met the teaching competency requirements of the practicum component of the program, and thus must enter student teaching or an internship in order to meet requirements for certification.

For a listing of the competencies to be demonstrated in the student teaching equivalency context, and the performance standards that have been set for them, see the OCE GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN STUDENT TEACHING.

GLOSSARY

COMPETENCE

. A COMPETENT TEACHER

One who has acquired and demonstrated the essential competencies of a professional position, and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status. (Taken from the PROCESS STANDARDS FOR EDUCATION PERSONNEL DEVELOPMENT PROGRAMS, Oregon Teacher Standards and Practices Commission, Salem, Oregon, 1974.)

. A TEACHING COMPETENCY

The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition. (Also from the PROCESS STANDARDS.)

. A CLUSTER OF TEACHING COMPETENCIES

A set of logically related competencies to be demonstrated by prospective teachers in various competency demonstration contexts (see below). Three clusters of competencies are to be demonstrated in the context of lesson teaching:

- Planning And Preparing For Instruction
- Performing Instructional Functions
- Obtaining And Using Pupil Outcome Information

These, and two additional clusters, are to be demonstrated in all other competency demonstration contexts:

- Relating Interpersonally
- Performing Related Professional Responsibilities

COMPETENCY DEMONSTRATION

Showing, through performance in an ongoing school setting, that one is in fact able to carry out the teaching functions called for in a particular competency demonstration context.

COMPETENCY DEMONSTRATION CONTEXTS

Prescribed teaching settings within which competence as a teacher is to be demonstrated. As presently constituted, the elementary program at OCE requires that competence be demonstrated in five progressively demanding settings:

- . Lesson Teaching;
- . Short Term (3-5 days) Full Responsibility Teaching;
- . The Pre-Student Teaching Laboratory Experience As A Whole;
- . Extended (2-5 weeks) Full Responsibility Teaching; and
- . The Student Teaching Experience As A Whole.

The first three of these contexts are described in the GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES. The last two are described in the GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN STUDENT TEACHING.

A sixth competency demonstration context, that of "Student Teaching Equivalency," may be used in special circumstances. If performance standards are met in this context full credit (15 hours) may be received for student teaching without actually having to spend time in student teaching. The Student Teaching Equivalency context is described on pp 29 and 30 of this GUIDE.

COMPETENCY ASSESSMENT

Evaluating, through a carefully prescribed judgmental process, whether a prospective teacher performs in ways within a particular competency demonstration context that reflect the competencies called for. The assessment of competence is carried out through the use of assessment forms that have been developed especially for each competency demonstration context, and the use of the forms is governed by a set of agreed upon rules, procedures and standards that are outlined in the user guides referred to above. The assessment of competence, on all occasions, involves the use of performance indicators, and in all but Lesson Teaching, performance ratings.

. PERFORMANCE RATINGS

The "measures" (ratings on a 1 to 5 point scale) that college and school supervisors provide of a prospective teacher's performance (competence) as a teacher.

. PERFORMANCE INDICATORS

Products, events, conditions, and/or behaviors that the faculty of the elementary teacher education program, participating school personnel, and students in the program are willing to accept as evidence of a competent performance as a teacher in a particular teaching setting.

DESIRED LEARNING (PUPIL) OUTCOMES

The outcomes of instruction desired for pupils. Five categories of outcomes have been identified for use in the elementary teacher education program at OCE as guides to instructional planning and assessment (any or all of the five categories may be used as guides to instruction and assessment in any subject area).

. KNOWLEDGE OUTCOMES

Learning outcomes that involve knowing about something. Considered typically as "cognitive" outcomes, or "content" outcomes. Examples include being able to name or identify letters in the alphabet; being able to list important names or dates; being able to restate the essential content or idea of what has been read; providing evidence of familiarity with a particular concept, principle or law.

. COGNITIVE SKILL OUTCOMES

The use of knowledge, sensitivities or enabling skills to solve intellectual problems or obtain new knowledge, sensitivity or skill. Also considered typically as cognitive outcomes, but more importantly as "process" outcomes. Examples include the ability to read; solve arithmetic problems; write coherent and meaningful stories; follow directions; apply such "process" skills as analysis, evaluation, interpretation, synthesis, generalization.

. PSYCHOMOTOR SKILL OUTCOMES

The use of the body, and/or one or more of its parts, to achieve designated outcomes. Examples include walking; running; pronouncing the various sounds involved in a language; performing the movements required in a particular sport; using scissors to cut out forms; playing a musical instrument.

. SOCIAL SKILL OUTCOMES

The use of knowledge, sensitivities or enabling skills in relating to others, or in solving problems that involve relationships with others. Examples include playing with other children; sharing with others; helping others; working effectively in problem solving groups; forming friendships; showing consideration for the feelings of others.

. ATTITUDINAL OUTCOMES

A general label for the feelings that pupils have about objects, events, ideas, and/or circumstances. Typically referred to as "affective" outcomes. Includes outcomes identified as values, commitments, feelings, and emotions. Examples include the reduction or redirection of anger; the reduction of unfounded prejudices; increasing the enjoyment found in a particular kind of activity; developing an appreciation of the worth of a person

or idea; increasing the strength of one's commitment to a purpose or idea; the elimination of unwarranted fears or anxieties.

INDICATORS OF OUTCOME ACHIEVEMENT

Products, events, conditions, and/or behaviors that parents and teachers are willing to accept as evidence of outcome achievement (these may vary from a score on a paper and pencil test or a well written essay to an instance of a child comforting another child who is crying or hearing two children proclaim publically "We are friends"). What counts is that people view an indicator as a legitimate and trustworthy piece of evidence that a desired learning outcome of whatever kind has in fact been achieved.

MEASURES OF OUTCOME ACHIEVEMENT

The specific procedures followed, steps taken, or "instruments" used to obtain the evidence called for by a particular indicator of outcome achievement. Examples of measures used to obtain evidence of knowledge outcomes include true-false tests, multiple choice or essay tests, oral quizzes. Examples of measures used to obtain evidence of cognitive skill outcomes include finding solutions to problem solving stories, preparing a critical or summative essay, designing an experiment that will answer a particular question.

Measures of psychomotor outcomes need no elaboration.

Examples of measures used to obtain evidence of social skill outcomes include reports of observed instances of behavior that reflect the outcome desired, "self-reports," sociograms, testimony of others. Measures used to obtain evidence of attitudinal outcomes assume much the same form as those used to assess social outcomes, though they tend usually to be more inferential. Feelings, commitments, and underlying preferences often must be inferred from what is seen, heard or said.

NEGOTIATION

A discussion between one or more supervisors and a prospective teacher that leads to an agreement about what one or more of those involved in the discussion is to do; the means by which decisions are made within the elementary program at OCE so as to accommodate differences in persons and settings.

PERFORMANCE STANDARDS

The level of performance expected for a particular cluster of competencies in a particular competency demonstration context. (As used at OCE these are not absolute standards. Instead, they are used as general purpose guides to program placement decisions. A college supervisor always has the prerogative to make a particular program

placement decision, including the decision to recommend for certification, when performance standards have not been met in every respect.)

PROGRAM PLACEMENT DECISIONS

Decisions made by college supervisors, in consultation with the school supervisor and prospective teacher involved, about a student's progression through the program. Five such decisions must be made for each student in the program:

- . the initiation of formal lesson teaching;
- . the initiation of short term full responsibility teaching;
- . advancement to student teaching;
- . the initiation of extended full responsibility teaching; and
- . recommendation for initial certification.

A sixth program placement decision must be made for students requesting admission to the student teaching equivalency context.

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER I - PLANNING AND PREPARING FOR INSTRUCTION
 COMPETENCY CLUSTER II - PERFORMING INSTRUCTIONAL FUNCTIONS
 COMPETENCY CLUSTER III - OBTAINING AND USING PUPIL OUTCOME INFORMATION

Student _____

Lesson Number _____

 Name of College Supervisor

 Name of School Supervisor

* * *

STUDENTS TO BE TAUGHT

School _____
 Grade _____
 Number _____
 Special Characteristics _____

OTHER INFORMATION

Subject _____
 Location _____
 Time _____
 Date _____

CHECK KIND OF LEARNING OUTCOME TO BE ACHIEVED

(For definitions and examples, see glossary in the User's Guide)

Knowledge _____ Cognitive Skill _____ Psychomotor Skill _____ Social Skill _____ Attitudinal _____

The first formal demonstration of competence as a teacher in the elementary teacher education program at OCE takes place in the context of lesson teaching. Two to five formal lessons are taught for this purpose. Demonstrated competence in this teaching context is required for entry to short term full responsibility teaching. Performance standards and statements of procedures for lesson teaching are described on pp 3 through 10 of THE OCE GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES.

The Elementary Teacher Education Program
 Oregon College of Education
 Monmouth, Oregon
 July, 1977

FIELD TEST FORMAT #7

© 1977 Oregon College of Education and
 The Teaching Research Division, Oregon State System of Higher Education

Directions to evaluators: When evaluating a lesson plan numerically, rate each of the BOLD FACE items that appear on this form with a number from the following scale:

(1)	(2)	(3)	(4)	(5)
NOT COMPETENT	APPROACHING COMPETENCE	GENERALLY COMPETENT	HIGHLY COMPETENT	EXCEPTIONALLY COMPETENT

Provide an evaluative rating each time a plan is reviewed. If more than two reviews are required add recording squares.

Ratings are to be based on the level of detail, inventiveness and care reflected in the plan. Use as a guide in making these ratings your perception of the quality of lesson planning that could be expected from fully competent first year teachers. Whether numerical ratings are provided or not, mark each of the indicator statements with a + (FOR YES), a - (FOR NO), or a ✓ (FOR NO BASIS FOR JUDGMENT).

1.1 ☐☐ DESIRED LEARNING OUTCOMES

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

- Learning outcomes expected from the lesson are clearly stated. (They need not be stated as "behavioral objectives".)
- Outcomes are worthwhile, given the characteristics of each pupil to be taught.
- Indicators of outcome achievement are identified.
- Indicators can be assessed with available time and resources.
- Indicators are likely to be accepted as valid by parents and other teachers.

1.2 ☐☐ INSTRUCTIONAL ACTIVITIES, MATERIALS AND PROCEDURES

- Learning activities to be pursued in the lesson are clearly identified.
- Activities are logically related to the learning outcomes desired.
- Activities are appropriately sequenced.
- Instructional materials, and procedures for their use, are clearly identified.
- Materials and procedures are appropriate to each pupil to be taught and to the outcomes to be achieved.
- Activities, materials and procedures reflect the talents and skills of the prospective teacher.

1.3 ☐☐ THE ASSESSMENT OF LEARNING

- Pupil pre-lesson standing has been assessed. (This may be done through formal pre-testing or through an informal assessment by interview or observation.)
- Indicators of outcome achievement reflect realistic expectations for each pupil being taught.
- The plan provides for activities that enable each pupil to see during the lesson how well he is doing.
- The plan describes how and when indicators of outcome achievement are to be measured.

EVALUATOR: School Supervisor _____

College Supervisor _____

Directions to evaluators: When evaluating performance numerically, rate each of the BOLD FACE items by placing a number in the appropriate box. Different sets of ratings are to be provided on the basis of the behavior of the prospective teacher (see left side of page) and the behavior of pupils (see right side of page). NOTE CAREFULLY THE DEFINITIONS OF THESE RATINGS.

RATINGS BASED ON PROSPECTIVE TEACHER BEHAVIOR

Use as a guide in making these ratings your perception of the quality of teaching that can be expected from fully competent first year teachers.

1	2	3	4	5
Not Competent	Approaching Competence	Generally Competent	Unusually Competent	Exceptionally Competent

RATINGS BASED ON PUPIL BEHAVIOR

Use as a guide in making these ratings your observation of pupil involvement in the instruction-learning process.

1	2	3	4	5
Fewer Than 3/4 Of The Pupils	About 90% Of The Pupils	All Or Nearly All Of The Pupils		

WHETHER NUMERICAL RATINGS ARE USED OR NOT, MARK EACH OF THE INDICATOR STATEMENTS WITH a + (FOR YES), a - (FOR NO) or a ✓ (FOR NO BASIS FOR JUDGMENT). ADD COMMENTS AND INDICATORS AS NEEDED.

- 2.1 ☐ INTRODUCING THE LESSON AND CONVEYING LEARNING OUTCOMES DESIRED
- Decisive steps are taken to move into the lesson.
 - Lessons are initiated with reasonable enthusiasm by the teacher.
 - Established classroom procedures for moving from one activity to another are utilized to good advantage.
 - Steps are taken to insure that desired learning outcomes are understood.
 - Reasons for pursuing desired outcomes are given.
 - The structure of the lesson, and the activities to be pursued within it, are conveyed to pupils.

- 2.2 ☐ CARRYING OUT INSTRUCTIONAL ACTIVITIES
- Materials and room are set up in advance and utilized efficiently.
 - The pace and sequence of activities are adjusted to pupil response.
 - Expectations and work procedures are explained clearly.
 - Learning experiences and outcomes are linked to pupil experiences and understanding.
 - Information, explanations, and interpretations tend to be accurate and adequate.
 - Questions asked tend to be thoughtful, instructive and to the point.
 - Help in using materials is given to pupils upon request.
 - Correct responses are reinforced.
 - Incorrect responses are corrected, redirected, or ignored as appropriate.

- 2.1p ☐ PUPILS MOVE EFFECTIVELY INTO THE WORK OF THE LESSON
- Pupils cease activities, put away materials and direct their attention to the new lesson.
 - Pupils are able to begin the work of the lesson with little confusion, few questions and minimal help from the teacher.
 - Pupils begin the work of the lesson without horse-play or disruptiveness.
- 2.2p ☐ PUPILS RESPOND FAVORABLY TO INSTRUCTIONAL ACTIVITIES
- Pupils carry out learning tasks.
 - Pupils indicate responsibility and independence in carrying out learning activities.
 - Pupils respond in a positive way to pace, activities or information given.
 - Pupils interest is maintained throughout the lesson.

- 2.3 ☐ MANAGING CLASSROOM BEHAVIOR
Teacher provides positive reinforcement for on-task behavior.
Teacher takes appropriate action when "out-of-bounds" behavior occurs.
The content or style of presentation is adapted to account for undesired pupil responses.

- 2.4 ☐ ENDING THE LESSON
The lesson is terminated with a review, a synthesis, or some other appropriate action.
Reference is made to related future activities.
Arrangements are made for putting away materials and collecting pupils' work.

- 2.3p ☐ PUPILS RESPOND IN DESIRED WAYS TO BEHAVIOR MANAGEMENT TECHNIQUES
Attention is given the prospective teacher by pupils when it is needed or asked for.
When disruptive behavior occurs, it is short lived and isolated.
Pupils return to and stay on task after disruptive behavior is redirected by the teacher.
Undesired pupil responses seem to be improved by adaptations in content or style of presentation.

- 2.4p ☐ PUPILS REFLECT A SENSE OF CLOSURE AT THE END OF THE LESSON
Pupils are aware of how to complete the assignment and what to do with their work.
Pupils seem to be satisfied with the outcomes of the lesson.

COMPETENCY CLUSTER III. OBTAINING AND USING PUPIL OUTCOME INFORMATION

Directions to evaluators: When evaluating performance numerically, use the 1 to 5 rating system described in COMPETENCY CLUSTER I. Whether numerical ratings are used or not, mark the indicator statements with a + (FOR YES), a - (FOR NO) or a ✓ (FOR NO BASIS FOR JUDGMENT). Add comments and indicators as needed.

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

3.1 ☐ ASSESSING LEARNING OUTCOMES

Formal or informal steps are taken during the lesson to assess how a pupil is progressing toward desired learning outcomes.

Feedback is provided to pupils about their performance during the lesson.

Formal or informal steps are taken toward the latter part of the lesson, or after it has been completed, to determine where each pupil stands with respect to the learning outcomes expected.

Assessment procedures are consistent with the indicators selected as evidence of outcome achievement.

The assessment of outcomes achieved requires little time and does not claim undue attention or significance.

The information obtained on outcome achievement seems to be valid for use in further planning.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high ratings given only for encouragement. Consider all ratings carefully. Honest ratings provide the soundest base for improvement.

ADDITIONAL COMMENTS OR SUGGESTIONS FOR IMPROVEMENT

208

209

EVALUATOR: School Supervisor _____

College Supervisor _____

COMPETENCY DEMONSTRATION TEXT: SHORT TERM FULL RESPONSIBILITY TEACHING

COMPETENCY CLUSTER I - PLANNING AND PREPARING FOR INSTRUCTION
 COMPETENCY CLUSTER II - PERFORMING INSTRUCTIONAL FUNCTIONS
 COMPETENCY CLUSTER III - OBTAINING AND USING PUPIL OUTCOME INFORMATION

Student _____

Name of College Supervisor _____

Name of School Supervisor _____

* * *

STUDENTS TO BE TAUGHT

OUTCOMES TO BE ASSESSED (For definitions and examples, see
 Glossary in Users' Guide)

School _____
 Grade _____
 Number _____

Check Kind Of Outcome
 Cognitive Psychomotor Social

Subject Area	Knowledge	Skill	Skill	Skill	Attitudinal
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

SPECIAL CHARACTERISTICS OF THE CONTEXT

DATES TEACHING IS TO TAKE PLACE

The second formal demonstration of competence as a teacher in the elementary teacher education program at OCE takes place in the context of short term full responsibility (STFR) teaching. Demonstrated competence in this teaching context is required for entry to both student teaching and intern teaching. Full responsibility for the management and teaching of children for a 3 to 5 day period is the basis for this competency assessment. Performance standards and statements of procedure for competency demonstration and assessment in short term full responsibility teaching are described on pp 11 through 17 of THE OCE GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES.

The Elementary Teacher Education Program
 Oregon College of Education
 Monmouth, Oregon
 July, 1977

210

FIELD TEST FORMAT #6
 © 1977 Oregon College of Education and
 The Teaching Research Division, Oregon State System of Higher Education

211

Directions to evaluators: In evaluating the instructional plan for STFR teaching, rate each of the BOLD FACE items that appear on this form with a number from the following scale:

(1)	(2)	(3)	(4)	(5)
NOT COMPETENT	APPROACHING COMPETENCE	GENERALLY COMPETENT	HIGHLY COMPETENT	EXCEPTIONALLY COMPETENT

Provide an evaluative rating each time a plan is reviewed. If more than two reviews are required add recording squares.

Ratings are to be based on the level of detail, inventiveness, and care reflected in the plan. Use as a guide in making these ratings your perception of the quality of instructional planning that could be expected from fully competent first year teachers. In addition to numerical ratings, mark each of the indicator statements with a + (FOR YES), a - (FOR NO), or a ✓ (FOR NO BASIS FOR JUDGMENT). Add comments and indicators as needed.

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

1.1 ☐☐ DESIRED LEARNING OUTCOMES

- ___ Desired learning outcomes for pupils are identified for major areas of instruction.
- ___ Outcomes are worthwhile, given the characteristics of each pupil to be taught and the context in which teaching is to occur.
- ___ Indicators of outcome achievement are identified for the major instructional areas.
- ___ Indicators can be assessed with available time and resources.
- ___ Indicators are likely to be accepted as valid by parents and other teachers.

1.2 ☐☐ INSTRUCTIONAL ACTIVITIES, MATERIALS AND PROCEDURES

- ___ Learning activities to be pursued are clearly identified.
- ___ Activities are logically related to the learning outcomes desired.
- ___ Activities provide for reasonable sequence and variety.
- ___ Instructional materials, and procedures for their use, are clearly identified.
- ___ Materials and procedures are appropriate to learners to be taught and outcomes to be achieved.
- ___ Activities, materials and procedures reflect the talents and skills of the prospective teacher.

1.3 ☐☐ THE ASSESSMENT OF LEARNING

- ___ Knowledge of where each pupil stands in relation to stated learning outcomes is reflected in the plan.
- ___ The plan provides for activities that enable each pupil to determine his level of performance during instruction.
- ___ The plan describes how and when the indicators of outcome achievement are to be measured for the areas selected for formal assessment.
- ___ At least one of the desired outcomes to be assessed formally represents a level of reasoning beyond simple recall and recognition.
- ___ At least one of the outcomes to be assessed formally is an attitudinal outcome.

EVALUATOR: School Supervisor _____

College Supervisor _____

Directions to evaluators: In evaluating performance of instructional functions in short term full responsibility teaching, rate each of the BOLD FACE items by placing a number in the appropriate box. Different ratings are to be provided on the basis of the behavior of the prospective teacher (see left side of page) and the behavior of pupils (see right side of page). Note carefully the definitions of these ratings! All ratings are to be based on at least two full days of full responsibility teaching.

RATINGS BASED ON PROSPECTIVE TEACHER BEHAVIOR

Use as a guide in making these ratings your perception of the quality of teaching that can be expected from a fully competent first year teacher.

1	2	3	4	5
Not Competent	Approaching Competence	Generally Competent	Highly Competent	Exceptionally Competent

RATINGS BASED ON PUPIL BEHAVIOR

Use as a guide in making these ratings your observation of pupil involvement in the instruction-learning process.

1	2	3	4	5
Fewer Than 3/4 Of The Pupils		About 90% Of The Pupils		All Or Nearly All Of The Pupils

IN ADDITION TO NUMERICAL RATINGS, MARK EACH OF THE INDICATOR STATEMENTS WITH a U (FOR USUALLY), an S (FOR SOME-TIMES), an R (FOR RARELY), or a ✓ (FOR NO BASIS FOR JUDGMENT). PROVIDE THESE MARKINGS EACH TIME PERFORMANCE IS ASSESSED! ADD COMMENTS AND INDICATORS AS NEEDED.

- 2.1 ☐ **MANAGING INSTRUCTIONAL TRANSITIONS AND TERMINATIONS**
 ——— Decisive steps are taken to implement new instructional activities.
 ——— Lessons are initiated with reasonable enthusiasm by the teacher.
 ——— An instructional period is terminated with a review, a synthesis, or other actions that bring it to a fitting close.
 ——— Arrangements are made for putting away materials and collecting pupil work.

- 2.2 ☐ **CONVEYING LEARNING OUTCOMES DESIRED FROM INSTRUCTION**
 ——— Steps are taken to insure desired learning outcomes are understood.
 ——— Reasons for pursuing desired outcomes are given.
 ——— Learning experiences and desired outcomes are linked to pupil experiences and understandings.

- 2.1p ☐ **PUPILS MOVE EFFECTIVELY FROM ONE ACTIVITY TO THE NEXT**
 ——— Pupils start lessons without horseplay or hesitation.
 ——— Pupils seem to be satisfied with the outcomes of learning activities.
 ——— Pupils carry out housekeeping chores responsibly.
 ——— Pupils move promptly from one activity to another.

- 2.2p ☐ **PUPILS APPEAR TO UNDERSTAND THE LEARNING OUTCOMES EXPECTED FROM INSTRUCTION**
 ——— Pupils are able to begin work assignments with little confusion, few questions, and minimal help from the teacher.
 ——— Pupils' completed work is consistent with learning outcomes desired.

2.3 ☐ CARRYING OUT INSTRUCTIONAL ACTIVITIES

- — Materials are set up in advance and/or are distributed efficiently.
- — Expectations and work procedures are explained clearly.
- — Information, explanations and interpretations tend to be accurate and adequate.
- — Questions asked tend to be thoughtful, instructive and to the point.
- — Opportunity is provided for higher level reasoning.
- — Variety is provided in learning materials and activities.
- — Help in using materials is given to pupils when requested.
- — The pace and sequence of activities are adjusted to pupil response.
- — Instruction demonstrates an awareness of non-verbal as well as verbal reactions of pupils.
- — Correct responses are reinforced, including support and encouragement for learning effort.
- — Incorrect responses are corrected or redirected, or ignored appropriately.

2.4 ☐ MANAGING CLASSROOM BEHAVIOR

- — Teacher provides positive reinforcement for on-task behavior.
- — Teacher takes appropriate action when "out-of-bounds" behavior occurs.
- — Strong feelings on the part of a child are dealt with promptly and calmly.
- — The content or style of presentation is adapted to account for undesired pupil responses.

2.3p ☐ PUPILS RESPOND FAVORABLY TO INSTRUCTIONAL ACTIVITIES

- — Pupils get and use the instructional materials needed in order to engage in assigned learning activities.
- — Pupils' work patterns demonstrate they understand how to carry out the learning tasks involved in assigned activities.
- — Pupils respond in a positive way to adaptations in pace, activities or information given.
- — Pupils indicate a reasonable degree of personal responsibility and independence in carrying out learning activities.
- — Pupils interest is maintained throughout an instructional period.
- — Pupils participate in and contribute to learning activities.

2.4p ☐ PUPILS RESPOND IN DESIRED WAYS TO BEHAVIOR MANAGEMENT TECHNIQUES

- — Attention is given the prospective teacher by pupils when it is needed or asked for.
- — When disruptive or out-of-bounds behavior occurs, it is short lived and isolated.
- — Pupils return to and stay on-task after disruptive behavior is redirected by the teacher.
- — Undesired pupil responses seem to be improved by adaptations in content or style of presentation.

COMPETENCY CLUSTER III. OBTAINING AND USING PUPIL OUTCOME INFORMATION

Directions to evaluators: In evaluating performance in relation to pupil outcome data, use the 1 to 5 rating system described in COMPETENCY CLUSTER I. In addition to numerical ratings, mark the indicator statements with a U (FOR USUALLY), an S (FOR SOMETIMES), an R (FOR RARELY), or a ✓ (FOR NO BASIS FOR JUDGMENT). Provide these markings each time performance is assessed! Add comments and/or indicators as needed.

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

- 3.1 ☐ OBTAINING PUPIL OUTCOME DATA
- Steps are taken during instruction to assess pupil progress.
- The assessment of learning outcomes either during or at the end of instruction does not require undue time or claim undue attention.
- Information obtained on learning outcomes appears to be valid.
- 3.2 ☐ ANALYZING PUPIL OUTCOME DATA (To be evaluated at the completion of STFR Teaching; mark with a + for YES, a - for NO.)
- Data on learning outcomes from STFR teaching are summarized to show each pupil's achievements.
- Pupils indicating unusual learning patterns are identified.
- Possible causes for unusual learning patterns are considered.
- 3.3 ☐ USING PUPIL OUTCOME DATA (To be evaluated at the completion of STFR Teaching; mark with a + for YES, a - for NO.)
- Adaptations are made in instruction, when needed on the basis of data collected.
- Feedback is provided to each pupil about his performance.
- The prospective teacher's self-analysis following STFR teaching includes a thoughtful and insightful interpretation of the implications of learning outcome data for (a) future learning activities for pupils, and (b) changes in personal teaching style and method.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high ratings given only for encouragement. Consider all ratings carefully. Honest ratings provide the soundest base for improvement.

COMPETENCY DEMONSTRATION CONTEXT: THE PRE-STUDENT TEACHING LABORATORY EXPERIENCE AS A WHOLE

COMPETENCY CLUSTER IV - RELATING INTERPERSONALLY

COMPETENCY CLUSTER V - PERFORMING RELATED PROFESSIONAL RESPONSIBILITIES

Student

Name of College Supervisor

Name of School Supervisor

School In Which Teaching Occurred

Date of Review

* * *

Competence in interpersonal relationships and in the performance of professional responsibilities related to teaching must be demonstrated before entering student teaching or intern teaching at OCE. They are assessed at the end of the pre-student teaching laboratory experience, and judgments about them are based on performance throughout the entire two-terms of the "block" experience. Performance standards and statements of procedures for the demonstration and assessment of these two sets of competencies are described on pp. 19 through 22 of THE OCE GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES.

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1977

FIELD TEST FORMAT #4

© 1977 Oregon College of Education and
The Teaching Research Division, Oregon State System of Higher Education

Directions to evaluators: In evaluating interpersonal relations and the performance of related professional responsibilities in the context of pre-student teaching laboratory experiences, rate each of the BOLD FACE items on this and the next page with a number from the following scale:

(1)	(2)	(3)	(4)	(5)
NOT COMPETENT	APPROACHING COMPETENCE	GENERALLY COMPETENT	HIGHLY COMPETENT	EXCEPTIONALLY COMPETENT

Ratings are to be based on the prospective teacher's behavior throughout the pre-student teaching laboratory experience, and is to reflect the ability of the prospective teacher to carry out each of the functions identified by the BOLD FACE items. Use as a guide in making these ratings your perception of how a fully competent first year teacher would carry out these functions. In addition to numerical ratings, mark each of the indicator statements with a U (FOR USUALLY), an S (FOR SOMETIMES), an R (FOR RARELY), or a ✓ (FOR NO BASIS FOR JUDGMENT). Add comments and indicators as needed.

COMPETENCY CLUSTER IV. RELATING INTERPERSONALLY

COMMENTS AND ADDITIONAL INDICATORS

4.1 ☐ RELATING TO PUPILS

- Pupil initiated interactions are recognized by the prospective teacher, and responded to with sensitivity and respect.
- Prospective teacher initiated interactions are timely and sensitive to circumstance.
- Prospective teacher actions create pupil interest in learning activities and outcomes.
- Prospective teacher actions appear to be consistent with personal style and feelings.
- Prospective teacher actions reflect the authority and responsibility expected of teachers.

4.2 ☐ RELATING TO SUPERVISORS

- The prospective teacher is prompt in appointments and prepared to pursue designated topics.
- The prospective teacher is able to discuss the basis of his ideas and proposals without being overly defensive, or overly eager to accept suggestions without question.
- The prospective teacher is able to understand suggestions and act sensibly upon them.

COMPETENCY CLUSTER V. PERFORMING RELATED PROFESSIONAL RESPONSIBILITIES

COMMENTS AND ADDITIONAL INDICATORS

- 5.1 ☐ MANAGING NON-INSTRUCTIONAL ACTIVITIES
- Routine matters such as lunch count and attendance are handled efficiently.
 - Out of classroom activities such as lunch and recess are supervised with care, patience, and confidence.

- 5.2 ☐ DEVELOPING PROFESSIONAL RESPONSIBILITY
- Scheduled activities are regularly met.
 - Work schedules are able to be adjusted without undue upset or disorientation.
 - Grooming and dress are consistent with accepted school standards.
 - Personal mannerisms are consistent with accepted school standards.

- 5.3 ☐ MAINTAINING THE LEARNING ENVIRONMENT
- Materials are kept available in sufficient number and range to accommodate most pupils.
 - Learning activities make good use of space and materials available.
 - The learning environment is kept attractive and free of continuing disorder or messiness.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high ratings given only for encouragement. Consider all ratings carefully. Honest ratings provide the soundest base for improvement.

225

EVALUATOR: School Supervisor _____

College Supervisor _____

A RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES

THE ELEMENTARY TEACHER PREPARATION PROGRAM, OREGON COLLEGE OF EDUCATION

Student's Name	Terms Enrolled In Block	College Sponsor
School In Which Teaching Occurred	Grade Level	School Supervisor

This is a summary of the student's performance as a teacher in the OCE ELEMENTARY BLOCK program. The information on Planning, Teaching and Assessing represents the quality of performance reflected in ___ consecutive days of full responsibility teaching. The information on Maintaining Relationships and Attending to Related Professional Responsibilities represents the quality of performance observed over the course of two full terms of laboratory experience.

The key used in marking is: (1) = NOT COMPETENT; (2) = APPROACHING COMPETENCE; (3) = GENERALLY COMPETENT; (4) = HIGHLY COMPETENT and (5) = EXCEPTIONALLY COMPETENT. For indicators of competence in each of the areas listed below see the forms used for assessing competence in Short Term Full Responsibility Teaching.

	Coll Sup Ratings	Schl Sup Ratings		Coll Sup Ratings	Schl Sup Ratings
PLANNING			ASSESSING		
1.1 Desired learning outcomes	_____	_____	3.1 Obtaining pupil outcome data	_____	_____
1.2 Instructional activities, materials and procedures	_____	_____	3.2 Analyzing pupil outcome data	_____	_____
1.3 The assessment of learning	_____	_____	3.3 Using pupil outcome data	_____	_____
TEACHING					
<u>Ratings Based On Teacher Behavior</u>			<u>Ratings Based On Pupil Behavior</u>		
2.1 Managing instructional transitions and terminations	_____	_____	2.1p Pupils move effectively from one activity to the next	_____	_____
2.2 Conveying learning outcomes desired from instruction	_____	_____	2.2p Pupils appear to understand the learning outcomes expected from instruction	_____	_____
2.3 Carrying out instructional activities	_____	_____	2.3p Pupils respond favorably to instructional activities	_____	_____
2.4 Managing classroom behavior	_____	_____	2.4p Pupils respond in desired ways to behavior management techniques	_____	_____
MAINTAINING RELATIONSHIPS			ATTENDING TO RELATED PROFESSIONAL RESPONSIBILITIES		
4.1 With pupils	_____	_____	5.1 Managing non-instructional activities	_____	_____
4.2 With supervisors and colleagues	_____	_____	5.2 Developing professional responsibility	_____	_____
			5.3 Maintaining the learning environment	_____	_____

On the basis of my knowledge of this student's performance in elementary block, including my knowledge of the basis for the performance ratings recorded on this form, I recommend _____ the student advance to student teaching.

do not recommend _____

College Supervisor

Date

COMMENTS

I have seen this information, and I agree _____ with it.

disagree _____

Student

Date

COMMENTS

LESSON TEACHING

School Supervisor

1. After reviewing performance with the prospective teacher for each lesson taught formally, send plans, assessment forms and related materials, e.g., pupil outcome displays, to the college supervisor.

College Supervisor

1. After reviewing performance with the prospective teacher for each formal lesson assessed, send assessment forms (including those marked by the school supervisor), plans and related materials to TR.
2. After TR returns the forms et al, distribute to students (or keep if that is the agreement).

TR Staff

1. Pick up forms, plans etc. in the education office.
2. Record all indicator and pupil outcome information called for in the Q.A. studies.
3. Return the forms etc. to college supervisors.

STFR TEACHING, AND THE PRE-STUDENT TEACHING
LABORATORY EXPERIENCE AS A WHOLESchool Supervisor

1. After reviewing performance in STFR teaching (C CI II & III) with the prospective teacher confer with the college supervisor about standards for performance being met, or whether additional full responsibility teaching should be required.
2. If performance standards for STFR teaching appear to have been met enter ratings for C CI I, II & III on the RECORD OF PERFORMANCE, and send assessment forms (including C CI I) and all related materials (including any summary of pupil outcome achievement) to the college supervisor.
3. Keep, for the time being, the RECORD OF PERFORMANCE.
4. At or near the end of the second term of Block review performance on C CI IV & V with the prospective teacher.
5. Enter ratings for C CI IV & V on the RECORD OF PERFORMANCE.
6. Send the assessment forms for C CI IV & V, the RECORD OF PERFORMANCE, and all related materials to the college supervisor.

College Supervisor

1. After reviewing performance in STFR teaching (C CI II & III) with the prospective teacher confer with the school supervisor about standards for performance being met, or whether additional full responsibility teaching should be required.
2. If performance standards are met enter ratings for C CI I, II & III on the RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES, and send the assessment forms (including C CI I, II & III from the school supervisor) and all related materials (including any summaries of pupil outcome data) to TR.
3. Keep, for the time being, the RECORD OF PERFORMANCE.
4. At or near the end of the second term of Block review performance in C CI IV & V with the prospective teacher.
5. Enter ratings for C CI IV & V on the RECORD OF PERFORMANCE.
6. Enter the school supervisor's ratings for C CI I-V on the RECORD OF PERFORMANCE that you have prepared.
7. Attach the school supervisor's RECORD OF PERFORMANCE to the "official" record (yours) and forward to TR along with C CI IV & V rating forms.
8. Upon return from TR forward the prospective teacher's RECORD OF PERFORMANCE and its attachments to the Field Services secretary (Pat) for distribution to the prospective teacher's student teaching supervisors, and return the assessment forms and related materials to the prospective teacher.

TR Staff

1. Record all rating, indicator and pupil outcome information from C CI I, II & III from both college and school supervisors and from all summaries of pupil outcome data.
2. Return C CI I, II & III forms, plans, etc., to the college supervisor.
3. Record all ratings from the "official" RECORD OF PERFORMANCE IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES, and all rating and indicator information from C CI IV & V from both college and school supervisor forms.
4. Return the RECORD OF PERFORMANCE, its attachments, and C CI IV & V assessment forms to the college supervisor.

A GUIDE
TO COMPETENCY DEMONSTRATION
AND ASSESSMENT IN
STUDENT TEACHING

EXTENDED
FULL RESPONSIBILITY
TEACHING (2-5 WEEKS);

THE STUDENT TEACHING
EXPERIENCE AS A WHOLE

Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1977

FIELD TEST FORMAT #6

© 1977 by Oregon College of Education and
The Teaching Research Division, Oregon State System of Higher Education

TABLE OF CONTENTS

PART	Page
I. The OCE View Of Teaching Competence	1
II. Competency Demonstration Contexts	2
III. The Conditions Of Student Teaching	3
A. An Overview Of The Student Teaching Context	3
B. An Overview Of Program Requirements	3
C. Program Options	4
IV. Extended Full Responsibility Teaching As A Context For Competency Demonstration	7
A. The Conditions Of Extended Full Responsibility Teaching	7
B. Competencies To Be Demonstrated In Extended Full Responsibility Teaching	10
C. Performance Standards For Extended Full Responsibility Teaching	10
D. The Review Of Performance In Relation To Standards	11
E. Program Placement Decisions	12
F. Student's Checklist Of Related Tasks	13
G. School Supervisor's Checklist Of Related Tasks	14
H. College Supervisor's Checklist Of Related Tasks	15
V. The Student Teaching Experience As A Whole As A Context For Competency Demonstration	17
A. Competencies To Be Demonstrated	18
B. An Interpretive Summary To Be Made	18
C. Performance Standards For Student Teaching As A Whole	19
D. The Review Of Performance In Relation To Standards	19
E. Program Placement Decisions	20
F. The Preparation Of A Record Of Performance In Student Teaching	20

PART	Page
V. G. A Schedule Of Events For Student Teaching	23
H. Student's Checklist Of Related Tasks	23
I. School Supervisor's Checklist Of Related Tasks	25
J. College Supervisor's Checklist Of Related Tasks	25
K. A Summary Of Program Requirements For Recommendation For Initial (BASIC) Certification	27
GLOSSARY	31

PART I

THE OCE VIEW OF TEACHING COMPETENCE

The view of teaching competence that has been adopted at OCE is a common sense view. Competence as a teacher means the ability to do the job of a teacher. It means the ability to bring about desired learning outcomes in pupils; the ability to assess learning outcomes of pupils; the ability to design particular learning situations to bring about particular learning outcomes. It also means being able to interpret the program of the school to parents, being able to work effectively with peers, and being able to do all the other things that a teacher must do to be successful.

Put in other terms, the OCE view of teaching competence is an output or product oriented view of competence. Its focus is on outcomes achieved rather than on knowledge or skill gained.

Formally defined, a teaching competence at OCE is:

"The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition";

and a competent teacher is:

"One who has acquired and demonstrated the essential competencies of a professional position and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status. At each certification level, the teacher must also provide evidence that he has mastered the knowledge and skills assumed to be required for the development of his teaching competence at that level."

These correspond to the definitions provided in the Process Standards For Educational Personnel Development Programs adopted by the Oregon Teacher Standards and Practices Commission in July, 1973.

PART II

COMPETENCY DEMONSTRATION CONTEXTS

At OCE, competence as a teacher must be demonstrated under five sets of conditions, three for entry to student teaching or internship, and two for recommendation to certification. The first, and simplest, is that of LESSON TEACHING. The second and third, called SHORT TERM (3-5 days) FULL RESPONSIBILITY TEACHING and THE PRE-STUDENT TEACHING LABORATORY EXPERIENCE AS A WHOLE, are more complex. An acceptable level of performance in both of these more complex contexts is required for entry to student teaching or intern teaching.

Demonstration of competence in all three teaching contexts takes place in a two term, 18 credit hour, "blocked" program of instruction and supervision.

The two sets of conditions under which teaching competence must be demonstrated at OCE to be recommended for certification take place within student teaching or intern teaching. These two demonstration contexts are referred to, respectively, as EXTENDED (2-5 weeks) FULL RESPONSIBILITY TEACHING and PERFORMANCE IN STUDENT TEACHING (OR INTERN TEACHING) AS A WHOLE. An acceptable level of performance in both contexts is required for recommendation to certification.

The relationship of these five competency demonstration contexts to program structure and certification can be summarized as follows:

CONTEXTS FOR COMPETENCE DEMONSTRATION: PRE-CERTIFICATION (A part of the "Elementary Block" Program)

- . Formal Lesson Teaching (2 to 5 lessons)
- . Short Term Full Responsibility Teaching (3 to 5 days)
- . Performance In The Pre-Student Teaching Laboratory Experience As A Whole

CONTEXTS FOR COMPETENCY DEMONSTRATION: INITIAL (BASIC) CERTIFICATION (Student Teaching or Intern Teaching)

- . Extended Full Responsibility Teaching (2 to 5 weeks)
- . Performance In Student Teaching (or Intern Teaching) As A Whole

This Guide deals with competency demonstration and assessment in student teaching. A separate Guide has been prepared for competency demonstration and assessment in pre-certification contexts.

PART III

THE CONDITIONS OF STUDENT TEACHING

Competence as a teacher must be demonstrated in the context of either student teaching or intern teaching before a student in the elementary teacher education program at OCE will be recommended for BASIC certification. This demonstration of competence is to include successful teaching under the conditions of "extended" (2-5 weeks) full responsibility teaching.

A. AN OVERVIEW OF THE STUDENT TEACHING CONTEXT

A number of conditions form the context within which competence as a beginning elementary teacher at OCE is to be demonstrated. These include:

- . one full term in a public school as a student teacher under the supervision of both college and school personnel;
- . at least two consecutive weeks of full responsibility teaching within this term, (full responsibility teaching may be done as a member of a team of teachers, and it may involve the use of regular teaching aides); and
- . a clear definition of the competencies to be demonstrated for purposes of certification, well established procedures for demonstrating and assessing these competencies, and publically stated standards for their performance.

The specific school and classroom context in which student teaching is to occur, the subject matter to be taught when engaged in full responsibility teaching, the manner in which it is to be taught, and the learning outcomes to be achieved in pupils as a result of instruction during this time, are to be negotiated by the prospective teacher with his or her college and school supervisors.

B. AN OVERVIEW OF PROGRAM REQUIREMENTS

A number of requirements must be met by prospective teachers in the elementary program at OCE before being recommended for certification. Three of these are to be met during student teaching. They are:

- the demonstration of a level of teaching competence that is in keeping with the standards that have been set by the OCE Elementary Teacher Education faculty for recommendation to BASIC certification;
- the preparation of an interpretive summary of the student teaching experience that is acceptable to both the student's college and school supervisor; and
- agreement on the part of both college and school supervisors to recommend the student for BASIC certification.

Other requirements have to do with the mastery of knowledge and skills that pertain to teaching, the completion of college graduation requirements, and the like.

Five "clusters" of competencies are to be demonstrated in student teaching. These parallel the areas of competence to be demonstrated in short term full responsibility teaching, but within each area new competencies have been added. All competencies demonstrated in student teaching also require a higher level of skill than those demonstrated earlier.

The specific competencies to be demonstrated within each of these five competency areas, and examples of the indicators to be used as evidence of their demonstration, appear in the assessment forms that accompany this GUIDE. Directions for preparing an interpretive summary of the student teaching experience are provided on page 18 of the GUIDE.

C. PROGRAM OPTIONS

The program requirements outlined above are minimal requirements: they must be met by each prospective teacher in the Elementary Teacher Education program at OCE in order to be recommended for certification. Options and additional opportunities, however, are possible within the context of the student teaching experience. Possible options include:

- carrying out a diagnostic-developmental project with a selected set of children (this project could cover a six to eight week period of time; special instructions have been prepared for demonstrating competence in carrying out such a project, and may be obtained from college supervisors);
- preparing and carrying out a special "unit" of instruction that combines two or more subject matter areas;

- . working with a group of teachers on a curriculum development or a curriculum evaluation project;
- . assisting a supervising teacher with parent conferences or other job related responsibilities that are of a genuinely professional nature;
- . other options that are seen as worthwhile by student and/or supervisors.

As used at OCE, program options and opportunities are subject to three conditions of use. First, the negotiation of optional experiences may be initiated by either the prospective teacher, the school supervisor, or the college supervisor. Second, the specifics of the experience are to be negotiated through and approved by both the student's college and school supervisor. Third, performance in these optional experiences relates only indirectly to recommendations for certification. A recommendation for certification depends primarily upon meeting minimum program requirements: optional experiences are noted in the summary of the student teaching experience -- as is performance in relation to them -- but this is viewed as supplementary information so far as recommendation for certification is concerned. It does, however, illustrate a student's initiative and depth of preparation to those who are hiring teachers.

TODAY
I WILL NOT
FIND,
MAKEUP,
NOR SUGGEST
ANY
MORE
WORK
FOR
STUDENT
TEACHERS



.....

Your Supervisor

PART IV

EXTENDED FULL RESPONSIBILITY TEACHING AS A CONTEXT FOR COMPETENCY DEMONSTRATION

Extended full responsibility teaching typically occurs at some point near the middle or early in the latter half of the student teaching experience. Prior to that time the beginning student teacher will assist the cooperating teacher, teach informally to the extent that the cooperating teacher deems appropriate, and spend considerable time in becoming acquainted with children, the curriculum, the instructional strategies and procedures employed by the cooperating teacher, and the rules and regulations that govern activities in the school in which student teaching is taking place. The student teacher may begin with assisting the teacher in instruction-related tasks, recording pupil responses to instruction, recording "at-task" data, and making intensive studies of individual pupils, but should progress soon to assisting in small group instruction and the teaching of lessons. Several days of full responsibility teaching may also be engaged in during this time as a way to prepare for the extended full responsibility teaching experience.

A. THE CONDITIONS OF EXTENDED FULL RESPONSIBILITY TEACHING

The basic conditions of EFR teaching is an arrangement with a school wherein a student teacher may assume full responsibility for the learning of pupils for a minimum of ten consecutive days. Additional days or weeks of teaching may be arranged, depending on the needs or desires of a prospective teacher and one or more of his supervisors, but the ten days is the designated program minimum. The general conditions under which EFR teaching is to be carried out are described in the paragraphs that follow.

Entry Requirements

In order to engage in extended full responsibility teaching, the student teacher must have completed successfully the requirements of SHORT TERM (3-5 days) FULL RESPONSIBILITY TEACHING (see the OCE Guide To Competency Demonstration And Assessment In Pre-Student Teaching Laboratory Experiences), be familiar with the pupils to be taught and the policies governing teaching and teacher responsibilities in the school where teaching is to occur, and receive formal approval from both the college and school supervisor to proceed with planning for EFR teaching.

Teaching Requirements

When participating in EFR teaching a prospective teacher is responsible for all subjects normally taught within the classroom. Instruction within each subject area is expected to be consistent with and an extension

of the instruction pupils have been receiving, and which they will continue to receive after the EFR teaching experience has been completed. Any mode of instruction or approach to curriculum organization may be used during the experience so long as it meets three criteria: (a) it is in keeping with instructional practices that generally are acceptable within the school; (b) it is acceptable to both the college and school supervisors, given the children to be taught and the learning outcomes desired; and (c) it accommodates individual differences known to exist in the pupils.

So long as an approach to curriculum organization or mode of instruction meets the three criteria outlined above it may be used. Each prospective teacher, however, is expected to show initiative and creativity in adapting curricular materials and procedures to fit particular children in particular settings, and to reflect his or her own preferred teaching style. Students may create their own curricular and instructional materials, for example, a unit of instruction that cross-cuts a number of subject areas, but this is not a requirement of student teaching. Each student is also expected to use a wide range of instructional procedures in transmitting the content of any curriculum used.

Student teaching in programs that use an individualized approach may deal with the identification of desired learning outcomes by first stating outcomes in terms of curriculum expectations, and then using individual pupil records and/or contracts develop precise outcomes and indicators of outcome achievement for each pupil.

Planning Requirements

Each student is to prepare a summary or outline of the subject matter to be taught during the course of the full responsibility teaching experience. The topics to be taught should be listed in the sequence they are to be covered, and should indicate in general terms:

- . the learning outcomes desired in the major areas of instruction (the outcomes are to be described according to the five categories listed on the cover of the assessment forms for EFR teaching, though every category need not be used for each major area);
- . the indicators to be used as evidence of outcome achievement;
- . the strategies, materials and procedures to be employed in teaching each topic area (present these in outline form); and
- . the way in which assessment of learning will be made (at least four of the five categories of learning outcomes listed on the cover of the assessment forms for EFR teaching should be represented somewhere in the formal assessment of outcomes).

Negotiation, Supervision And Assessment

The prospective teacher is to negotiate with the classroom supervisor (a) the specific days full responsibility teaching is to take place; (b) the specific outcomes to be worked toward, and (c) the instructional and assessment procedures to be used in the context of the topic areas listed. When this negotiation has been completed detailed plans for the first few days of continuous full responsibility teaching experience are to be prepared and taken to both the college and classroom supervisor for review and approval. The assessment form for Competency Cluster I may be used as a guide for the elements to be included in the plan. The format for the instructional plan is to be one which will be of maximum use to the student teacher, complete enough to be used by a substitute, and convey accurately to the supervisors what is to be done during EFR teaching. Additional detailed planning will occur as it is needed during succeeding days.

At the time plans are approved a schedule should be made with both the college and classroom supervisors for observation and review of teaching performance during the course of the continuous teaching period. In this regard it is recommended that the classroom supervisor hold supervisory conferences with the prospective teacher during the first and second days of EFR teaching, at the end of the first week, and at its completion. It is recommended that the college supervisor observe at least twice during the course of the EFR experience.

The first two or more supervisory conferences with a school supervisor should focus on the performance of the prospective teacher and the pupils, and review the subsequent plans for instruction in light of their performance. It is expected that if major changes need to be made in the initial plans for instruction a revised plan will be prepared and approved. Minor changes in plans need not be recorded.

The conference with the school supervisor at the end of the EFR teaching experience will focus on the student's performance in relation to the competencies appearing in Competency Clusters II and III in the accompanying forms, the extent to which desired learning outcomes on the part of pupils have been achieved, and the interpretive summary each prospective teacher is to make of the EFR teaching experience (see competency 3.3 in the accompanying forms).

As indicated above, the college supervisor is expected to observe at least twice and if possible, three times, during the course of the EFR teaching experience, and to hold supervisory conferences with the student after each observation. One of these supervisor visits should occur early in the experience, and one near its conclusion. During the course of these visits the college supervisor should obtain the evidence needed to make the various assessments called for in Competency Clusters II and III. Indicators on the assessment forms are to be marked during each observation as a basis for feedback and instruction during EFR teaching. Such evidence should be obtained through direct observation, discussions with the prospective teacher, and discussions with the building principal and other teachers in the building. Evidence needed for judging competence relative to Cluster III is to be provided by the prospective teacher following the completion of the EFR teaching experience in the form of summaries and interpretations with respect to learning outcomes achieved by pupils.

At the completion of the initially planned EFR teaching experience, the college supervisor and the school supervisor must determine whether additional days of full responsibility teaching are needed for purposes of practice and/or competency demonstration (see THE REVIEW OF PERFORMANCE IN RELATION TO STANDARDS, p 11). If they are, arrangements are made for them that are satisfactory to all concerned. If satisfactory performance can not be demonstrated in the course of five weeks of full responsibility teaching, a student must register for a second term of student teaching.

B. COMPETENCIES TO BE DEMONSTRATED IN FULL RESPONSIBILITY TEACHING

Three aspects of competence as a teacher are to be demonstrated under the conditions of full responsibility teaching. These are:

- . Competency Cluster I: Planning and Preparing for Instruction;
- . Competency Cluster II: Performing Instructional Functions;
- . Competency Cluster III: Obtaining and Using Pupil Outcome Information.

These same aspects of competence are demonstrated in FORMAL LESSON TEACHING and SHORT TERM FULL RESPONSIBILITY TEACHING. Because of the greater demands of the EFR teaching experience, however, the level of complexity embedded in each competence area is greater and the performance expectations higher.

The specific competencies to be demonstrated within each of these clusters, and examples of the indicators to be used as evidence of their demonstration, are described in the EFR teaching forms. As in the case of short term full responsibility teaching, numerical ratings must be provided for each competency to be demonstrated in EFR teaching! Ratings of performance are to be provided by both college and school supervisors. Both sets of ratings are entered into permanent file for purposes of research (provided a student gives permission to use this information for research) and use by faculty in preparing recommendations for certification and hiring.

C. PERFORMANCE STANDARDS FOR EXTENDED FULL RESPONSIBILITY TEACHING

Standards have been set for performance in each of the three areas in which competence is to be demonstrated in EFR teaching (Competency Clusters I, II and III), and for the ability to bring about desired learning outcomes in pupils (in LESSON teaching and STFR teaching the learning outcomes desired from instruction have to be assessed, displayed and interpreted by

prospective teachers in the program, but not necessarily achieved). The standards that have been set for EFR teaching are as follows:

Standard 1: Cluster I competency ratings shall average 3 or better before proceeding to teach

Standard 2: Cluster II competency ratings, including those based on pupil behavior, shall average 3 or better

Standard 3: Cluster III competency ratings shall average 3 or better

Standard 4: Evidence of the ability to bring about an acceptable level of progress in at least 3 of the 4 categories of learning outcomes to be assessed in the context of EFR teaching

D. THE REVIEW OF PERFORMANCE IN RELATION TO STANDARDS

Upon completing the initially planned extended full responsibility teaching experience, the prospective teacher is to arrange an evaluation conference with both the classroom supervisor and college supervisor (while a three way conference is most desirable, other arrangements may be made). In these conferences, markings on the competencies demonstrated (Competency Clusters II and III) will be reviewed, and the basis for the markings will be discussed so that agreement can be reached as to their appropriateness.

During the conference with the college supervisor, and after the numerical ratings for Cluster II and III competencies have been assigned and discussed, the performance of the prospective teacher is to be reviewed to see if the standards that have been set for EFR teaching have been met. Program placement decisions (see below) are made on the basis of this review process.

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest evaluation provides the soundest base for improvement.

E. PROGRAM PLACEMENT DECISIONS

Depending upon overall performance in EFR teaching one of two program placement decisions are made. These are:

1. If performance meets the standards that have been set the prospective teacher may proceed to complete the student teaching experience, and demonstrate the balance of competencies required within it; or
2. If performance does not meet the standards that have been set additional full responsibility teaching must be arranged in an effort to bring performance to the standards required (both the prospective teacher and college sponsor are to be involved in arranging additional classroom experience).

The college supervisor and the school supervisor are jointly responsible for all program placement decisions for student teachers that follow from competency demonstration within the context of extended full responsibility teaching.

F. STUDENT'S CHECKLIST OF RELATED TASKS

1. Engage in pre-EFR teaching experiences, negotiate optional learning experiences, and proceed accordingly (see pp 3 through 5 in the GUIDE for related explanations and directions).
2. Obtain approval from both college and school supervisors to begin planning for the extended full responsibility teaching experience.
3. Negotiate with the school supervisor what is to be taught during the EFR teaching experience.
4. Prepare an instructional plan for the EFR teaching experience (see pp 7 through 9 in the GUIDE for related explanations and directions).
5. Obtain approval from college and school supervisors for the plan (signatures and ratings are required to show clearance).
6. Teach day 1 of the EFR teaching experience.
7. Review plans for day 2 with the school supervisor in light of day 1 outcomes.
8. Revise plans for day 2 as needed.
9. Teach day 2.
10. Review plans for the balance of the EFR teaching experience with the school supervisor in light of day 2 outcomes.
11. Teach balance of week one and review results with school supervisor.
12. Revise plans as adaptations become needed for the balance of the EFR teaching experience on the basis of outcomes, and teach remaining days.
13. Upon completing the EFR teaching experience summarize and interpret the information collected on the achievement of desired pupil outcomes.
14. Review with the school supervisor performance in relation to the competencies to be demonstrated in Clusters II and III, and the pupil outcomes achieved, to determine if the school supervisor feels additional days of full responsibility teaching should be arranged.
- *15. -
16. Review with the college supervisor performance in relation to the competencies to be demonstrated in Clusters II and III, and the achievement of desired learning outcomes in pupils.
17. While with the college supervisor determine whether performance in the EFR teaching experience meets the standards that have been set for it (see p 11), and arrange for additional days of full responsibility teaching if needed (steps 5 through 16, or some modification thereof, are to be repeated if additional full responsibility teaching experience is required).
18. -
19. -
20. -

* A blank following a number simply means that someone other than you carries out this step.

G. SCHOOL SUPERVISOR'S CHECKLIST OF RELATED TASKS

1. Supervise the prospective teacher's pre-EFR teaching experiences, and assist in the negotiation of optional learning experiences.
2. Provide formal approval for the prospective teacher to prepare a plan for EFR teaching.
3. Negotiate with the prospective teacher what is to be taught during the EFR teaching experience (see pp 7 through 10 in the GUIDE for related explanations and directions).
- *4. -
5. Review and assess plans for the EFR teaching experience (use forms for assessing Cluster I competencies).
6. Observe the student's teaching in day 1 of the EFR teaching experience, and mark indicators to reflect performance in relation to Cluster II and III competencies.
7. Review the performance of the prospective teacher in day 1, and review plans for day 2 in light of day 1 outcomes.
8. -
9. Observe the student's teaching in day 2, and mark indicators accordingly.
10. Review performance in day 2, and review plans for the balance of the EFR teaching experience in light of day 2 outcomes.
11. Observe the student's teaching during the balance of the EFR teaching experience, and mark indicators as needed.
12. At end of the first week assist the student teacher in making any necessary adaptations in plans for the next week.
13. -
14. Using the competency assessment forms for Clusters II and III, review performance in the EFR teaching experience with the student teacher, including the achievement of desired learning outcomes with pupils, and arrive at numerical ratings for each competency assessed. If standards 2, 3 and 4 (see p 11) appear to have been met enter in pencil numerical ratings for each competency listed on the RECORD OF PERFORMANCE IN STUDENT TEACHING and forward the assessment forms, plans and summaries of learning outcomes achieved to the college supervisor. Keep, for the time being, the RECORD OF PERFORMANCE.
15. Confer with the college supervisor about the student's performance in the EFR teaching experience, and recommend additional days of full responsibility teaching if needed for practice and/or further demonstration of competence. (If additional EFR teaching experience is needed steps 5 through 16, or some modification thereof, will need to be repeated.)
16. -
17. -
18. -
19. -
20. -

* A blank following a number simply means that someone other than you carries out this step.

H. COLLEGE SUPERVISOR'S CHECKLIST OF RELATED TASKS

1. Supervise the prospective teacher's pre-EFR teaching experiences, and assist in the negotiation of optional learning experiences.
2. Provide formal approval for the prospective teacher to prepare plans for EFR teaching.
- *3. -
4. -
5. Review and assess plans for the EFR teaching experience (use forms for assessing Cluster I competencies).
6. } While these tasks are being pursued by the prospective teacher and
7. } the school supervisor, observe/assess/instruct in relation to per-
8. } formance in EFR teaching on at least two occasions, and three if
9. } possible, with one of the two observations to occur early in the
10. } period and one near its completion. Mark indicators each time for
11. } Cluster II and III competencies. If requested, arrange for a sample
12. } of the student's teaching to be videotaped.
13. -
14. -
15. Confer with the school supervisor about his/her perception of the prospective teacher's performance in EFR teaching, and whether additional EFR teaching experience is needed.
16. Using the competency assessment forms for Clusters II and III, re-view performance in the EFR teaching experience with the prospective teacher, including the achievement of desired learning outcomes with pupils, to arrive at numerical ratings for each competency assessed.
17. While with the student determine whether performance in the EFR teaching experience meets the standards that have been set for it (see p 11). If standards are met, enter in pencil the numerical ratings for Competency Clusters I, II and III on the RECORD OF PERFORMANCE IN STUDENT TEACHING (see p 21). If standards are not met, arrange for additional days of full responsibility teaching (steps 5 through 16, or some modification thereof, will need to be repeated if this is the case).
18. If performance is acceptable forward Cluster I, II and III forms, including plans and summaries of pupil outcome information, to evaluation staff for data reduction and storage.
19. -
20. Upon return of plans, forms and achievement summaries from the evaluation staff file them in the student's teaching portfolio.

* A blank following a number simply means that someone other than you carries out this step.

TENNIS
IS
MY
SECOND
FAVORITE
SPORT



..... Your Supervisor

PART V

THE STUDENT TEACHING EXPERIENCE AS A WHOLE AS A CONTEXT FOR COMPETENCY DEMONSTRATION

All students in the elementary program at OCE must engage in four activities following the successful completion of the EFR teaching experience:

- They must schedule and attend conferences with both their college and school supervisors to evaluate their ability to relate interpersonally (Competency Cluster IV) and perform related professional responsibilities (Competency Cluster V);
- They must review their performance on these two clusters of competencies with their college supervisor, as well as their performance on the competencies assessed in EFR teaching (Competency Clusters I, II and III), to determine whether standards set for performance in student teaching as a whole have been met (as used at OCE performance standards are treated as guides to the level of performance that is expected generally of student teachers in the elementary teacher education program; it is the prerogative of the college supervisor to recommend certification even though performance standards might not be met in every respect);
- They are to prepare a written summary of the student teaching experience (see p 18 and the last indicator in Competency Cluster III) that is diagnostic and evaluative in nature, focusing upon how well or poorly teaching and other activities went during the course of the term, the factors that might account for the level of performance described, and what might be done in the future to improve it; and
- They are to assist the college supervisor in preparing a RECORD OF PERFORMANCE IN STUDENT TEACHING (see gold colored sheet, p 21) for inclusion in a student's permanent placement file. This record is to consist of the numerical ratings assigned by both the school and college supervisors on all competencies to be demonstrated (Clusters I through V), a description of and judgments about quality of performance in optional learning experiences, and whatever other information about performance or context that a supervisor feels might be important for a full understanding of the student's recorded performance in the overall student teaching experience.

Each of these activities is described further in the pages that follow.

In addition to the required activities that follow the completion of the EFR teaching experience, any of a number of unspecified activities may take place. According to the amount of time that remains in the term, the prospective teacher may engage in additional full responsibility teaching without obligation of formal assessment or dual supervision; he may join with the supervising teacher to work as a "teaching team"; or he may arrange to observe or take part in other teaching contexts. This may also be the time when optional program experiences negotiated at an earlier time can be carried out, for example, assisting in a curriculum development or evaluation project, or meeting with parents. Generally speaking the time available to students after their EFR teaching experience has been completed should be used either to extend existing competencies, try out or develop new competencies, or build a level of excellence into teaching that is often not possible under normal conditions of teaching.

The exact form, content and schedule which these activities take will vary for each prospective teacher.

A. COMPETENCIES TO BE DEMONSTRATED

Two areas or clusters of competencies are assessed within the context of the student teaching experience as a whole. These are:

- . Competency Cluster IV: Relating Interpersonally
- . Competency Cluster V: Performing Related Professional Responsibilities

The specific competencies to be demonstrated within each of these clusters, and examples of indicators to be used as evidence of their demonstration, are described in the accompanying assessment forms.

B. AN INTERPRETIVE SUMMARY TO BE MADE

Near the end of the student teaching experience the prospective teacher is to prepare an interpretive summary of the experience as a whole. The summary is to be diagnostic and evaluative in nature, and is to focus primarily on how well or poorly teaching has gone during the experience. Special attention is to be given performance in the two to five week period of full responsibility teaching, with consideration of factors which might have accounted for performance during that time and what might be done in future to improve it. (For related information see the final indicator in Competency Cluster III, page 5 in the EFR assessment forms.)

C. PERFORMANCE STANDARDS FOR STUDENT TEACHING AS A WHOLE

Two standards have been set for performance in student teaching as a whole. Both, of necessity, reflect performance in the EFR teaching experience, but both also are to reflect performance throughout the full term of student teaching. The two standards are:

Standard 5: The cycle of planning, teaching, assessing learning outcomes, and using learning outcome information as a basis for further planning and teaching (Clusters I, II and III competencies) is reflected generally in the student's performance as a prospective teacher.

Standard 6: Ratings assigned Cluster IV competencies (Relating Interpersonally) and Cluster V competencies (Performing Related Professional Responsibilities) are to average 3 or better

D. THE REVIEW OF PERFORMANCE IN RELATION TO STANDARDS

Toward the end of the student teaching experience the prospective teacher is to confer with his supervisors about performance in relation to Standards 5 and 6. Performance in relation to Standard 5 is to involve a review of ratings given on Competency Clusters I, II and III in EFR teaching, and a comparison of performance in the student teaching experience as a whole with these ratings.

Performance in relation to Standard 6 is to involve a review of the markings on the indicators for competencies in Clusters IV and V, and an assignment of numerical ratings for each Cluster IV and V competency. These ratings can then be reviewed to see whether the performance standard for Competency Clusters IV and V has been met.

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest evaluation provides the soundest base for improvement.

E. PROGRAM PLACEMENT DECISIONS

When performance in student teaching meets the standards that have been set for it a prospective teacher may be recommended for BASIC certification. If performance does not meet the standards that have been set, a prospective teacher may be asked either to provide additional evidence of competence in relation to some particular aspect of teaching, or spend additional time in full responsibility teaching as a basis for additional evidence of competence. In this regard, it is important to note that at either a student's or a college supervisor's request a student may go before a jury of professional educators for review of performance in relation to standards. Such a jury will consist of two members of the OCE teacher education faculty, and two experienced teachers from the public schools. The student's college and school supervisors may attend the jury review, but may not serve as voting members of the jury.

If such a step is taken a jury will include in its review all competency ratings provided by the college and school supervisors, the summary/interpretive statement by the prospective teacher relative to the EFR teaching experience, outcome achievement analyses for the pupils taught, a video tape of the student teacher's performance in the classroom, and interpretive, impressionistic comments from the college and school supervisors upon request of members of the jury.

The standards to be used by a jury in judging performance in student teaching are the same standards that are used by a college supervisor in doing so.

F. THE PREPARATION OF A RECORD OF PERFORMANCE IN STUDENT TEACHING

After performance in student teaching as a whole has been reviewed, and standards for performance have been met, the student and the college supervisor are to complete the RECORD OF PERFORMANCE IN STUDENT TEACHING for inclusion in a student's permanent placement file (see the gold colored form, p 21). This record is to consist of the numerical ratings assigned by both the school and college supervisor on Cluster I-V competencies, a description of the pupil outcomes achieved in meeting standard 4 (see p 11), a description of and judgments about quality of performance in optional learning experiences, and whatever other information about performance or context that a supervisor feels might be important for a full understanding of the student's recorded performance in the overall student teaching experience.

A RECORD OF PERFORMANCE IN STUDENT TEACHING

THE ELEMENTARY TEACHER PREPARATION PROGRAM, OREGON COLLEGE OF EDUCATION

Student's Name	Term Enrolled	College Sponsor
School In Which Teaching Occurred	Grade Level	School Supervisor

This is a summary of the student's performance as a teacher in the context of student teaching. The information on Planning, Teaching and Assessing represents the quality of performance reflected in ___ consecutive weeks of full responsibility teaching. The information on Maintaining Relationships and Attending to Related Professional Responsibilities represents the quality of performance observed during the full term of student teaching.

The key used in marking is: (1) = NOT COMPETENT; (2) = APPROACHING COMPETENCE; (3) = GENERALLY COMPETENT; (4) = HIGHLY COMPETENT; and (5) = EXCEPTIONALLY COMPETENT. For indicators of competence in each of the areas listed below see the forms used for assessing competence in Extended Full Responsibility Teaching.

	Coll Sup Ratings	Schl Sup Ratings		Coll Sup Ratings	Schl Sup Ratings
PLANNING			ASSESSING		
1.1 Desired learning outcomes	---	---	3.1 Obtaining pupil outcome data	---	---
1.2 Instructional activities, materials and procedures	---	---	3.2 Analyzing pupil outcome data	---	---
1.3 The assessment of learning	---	---	3.3 Using pupil outcome data	---	---
TEACHING					
<u>Ratings Based On Teacher Behavior</u>			<u>Ratings Based On Pupil Behavior</u>		
2.1 Managing instructional transitions and terminations	---	---	2.1p Pupils move effectively from one activity to the next	---	---
2.2 Conveying learning outcomes desired from instruction	---	---	2.2p Pupils appear to understand the learning outcomes expected from instruction	---	---
2.3 Carrying out instructional activities	---	---	2.3p Pupils respond favorably to instructional activities	---	---
2.4 Adapting instruction to context	---	---	2.4p Pupils respond favorably to adaptations	---	---
2.5 Managing classroom behavior	---	---	2.5p Pupils respond in desired ways to behavior management techniques	---	---
MAINTAINING RELATIONSHIPS			ATTENDING TO PROFESSIONAL RESPONSIBILITIES		
4.1 With pupils	---	---	5.1 Managing non-instructional activities	---	---
4.2 With supervisors and colleagues	---	---	5.2 Developing professional responsibility	---	---
			5.3 Maintaining the learning environment	---	---

* * *

ACHIEVING DESIRED LEARNING OUTCOMES IN PUPILS

The ability to foster learning in children has been demonstrated at a level that meets the requirements of Standard 4 for EFR teaching (see pp 10 and 11 in the USER GUIDE). The desired learning outcomes that were assessed, and in the judgment of both the college and school supervisor reflected a satisfactory level of progress, were:

OPTIONAL LEARNING EXPERIENCES PURSUED IN THE CONTEXT OF STUDENT TEACHING

Experience

Interpretive/Evaluative Comments

* * * * *

On the basis of my knowledge of this student's performance in student teaching, including my knowledge of the basis for the performance ratings recorded on this form, I recommend _____ the student be recommended for BASIC certification.

 do not recommend _____

I have seen this information, and I agree _____ with it.

 disagree _____

 College Supervisor

 Date

COMMENTS

 Student

 Date

COMMENTS

258

G. A SCHEDULE OF EVENTS FOR STUDENT TEACHING

A precise schedule of events, of course, cannot be established for student teaching. They will always vary for particular students in particular settings. Some students will begin full responsibility teaching before others; some will try several optional projects; others will not attempt supplementary projects at all, or else not until after EFR teaching; and some will need to extend their full responsibility teaching by a week or two in order to meet performance standards. Recognizing that such variability is bound to exist it is still possible to portray a pattern of events that is "reasonably typical" for most student teachers. This is portrayed in Figure 1, and is offered as a general guide to what a student teacher in the Elementary Teacher Education program at OCE can expect.

Within this general pattern of events there is a relatively fixed sequence of steps that a prospective teacher and his supervisors are to follow. Those that pertain to EXTENDED FULL RESPONSIBILITY teaching are listed on pp 13, 14 and 15. Those that pertain to THE STUDENT TEACHING EXPERIENCE AS A WHOLE appear in the pages that follow.

H. STUDENT'S CHECKLIST OF TASKS FOR COMPETENCY DEMONSTRATION AND ASSESSMENT IN THE STUDENT TEACHING EXPERIENCE AS A WHOLE

1. Complete any optional learning experiences negotiated early in the term, or if time permits negotiate and carry out additional optional experiences.
2. Near the end of the term prepare an interpretive summary of the student teaching experience, and review this summary with both school and college supervisors.
3. Also, near the end of term, review performance ratings with the school and college supervisors in relation to the standards that have been set for performance in student teaching as a whole.
- *4. -
5. Follow through with whatever program placement decisions are made on the basis of performance in student teaching as a whole.
6. If performance standards are met for competency demonstration, assist the college supervisor in completing the RECORD OF PERFORMANCE IN STUDENT TEACHING.
7. -
8. Use (or dispose) of the materials returned by the college supervisor in whatever way seems most appropriate.

* A blank following a number simply means that someone other than you carries out this step.

	First Month	Second Month	Third Month
Enter student teaching	(x)		
Assist the cooperating teacher as directed or negotiated, and become familiar with pupils, supervising teacher preferences, school policies, etc.	x-----		
Negotiate and carry out optional learning experiences, e.g., a "diagnostic-developmental" project; a "curriculum unit" project; a curriculum development or evaluation project; a special learning outcomes project		-----	
Engage in teaching activities preparatory to EFR teaching	-----		
Prepare and obtain approval of plans for EFR teaching		(x)	
Engage in EFR teaching, and prepare a summary of learning outcomes achieved by pupils during the EFR teaching experience		-----	
Confer with school and college supervisors about performance in EFR teaching, the meeting of standards set for it (including the achievement of desired learning outcomes by pupils), and program placement decisions that follow therefrom		(x)-----(x)	
Engage in teaching and optional learning activities following the successful completion of the EFR teaching experience			(x)-----(x)
Prepare an interpretive summary of the student teaching experience as a whole			(x)
Confer with college supervisor about performance in relation to standards set for student teaching as a whole			(x)
Follow through with program placement decisions that stem from this review			(x)→

Figure 1. A typical schedule of events for a student teacher in the Elementary Teacher Education program at OCE.

I. SCHOOL SUPERVISOR'S CHECKLIST OF TASKS FOR
COMPETENCY DEMONSTRATION AND ASSESSMENT IN
THE STUDENT TEACHING EXPERIENCE AS A WHOLE

1. Supervise the completion of any optional learning experiences negotiated early in the term, or negotiate and supervise additional options.
- *2. -
3. Provide a final assessment of competencies demonstrated during the course of the student teaching experience (using Competency Clusters II and III as well as IV and V), and review your ratings with the student. Review at this time also the student's interpretive summary of the student teaching experience as a whole. If standards 5 and 6 (see p 19) appear to have been met enter in pencil numerical ratings for each CI IV and V competency listed on the RECORD OF PERFORMANCE IN STUDENT TEACHING and forward the assessment forms and the RECORD OF PERFORMANCE to the college supervisor for review and final evaluation.
4. Confer with the college supervisor about performance in the student teaching experience as a whole, and whether the student should be recommended for BASIC certification.
5. -
6. -
7. -
8. -

J. COLLEGE SUPERVISOR'S CHECKLIST OF TASKS FOR
COMPETENCY DEMONSTRATION AND ASSESSMENT IN
THE STUDENT TEACHING EXPERIENCE AS A WHOLE

1. Supervise the completion of optional learning experiences negotiated early in the term, or negotiate and supervise additional options.
2. -
3. Provide a final assessment of competencies demonstrated during the course of the student teaching experience (using Competency Clusters IV and V), and review your ratings with the prospective teacher in relation to the standards that have been set for performance in student teaching.
4. Confer with the school supervisor about performance in the student teaching experience as a whole, and whether the student should be recommended for BASIC certification. On the basis of this conference make related program placement decisions.
5. -
6. If performance standards are met for competency demonstration in student teaching as a whole, complete in ink and in duplicate the RECORD OF PERFORMANCE IN STUDENT TEACHING and forward 1 copy to the placement office. Forward the duplicate copy, and all assessment forms, to the evaluation staff for data reduction and storage.
7. -
8. Upon return of the forms from the evaluation staff forward them, along with all related materials, to the student.

* A blank following a number simply means that someone other than you carries out this step.

HERE
IS
THE
PLACE
TO
CREATE
YOUR
OWN
GRAFFITI

..... *your supervisor*

K. A SUMMARY OF PROGRAM REQUIREMENTS
FOR RECOMMENDATION TO BASIC CERTIFICATION

PERFORMANCE IN EXTENDED FULL RESPONSIBILITY TEACHING

Length Of Time And Subject
Areas To Be Taught

- . Two to five weeks of formally assessed full responsibility teaching (the first two weeks must be consecutive)
- . During this period of time the prospective teacher is responsible for all subject areas taught by the regular teacher, and all other activities that ordinarily take place in the classroom

Learning Outcomes To Be Achieved

- . The assessment of learning outcomes achieved is to take place in the major subject areas
- . At least four of the five categories of learning outcomes listed on the cover page of Competency Cluster I, EFR TEACHING, should be represented at least once in the formal assessment of outcomes

Preparing For EFR Teaching

- . Negotiate with both supervisors the dates teaching is to begin and the content of what is to be taught
- . Prepare a plan that is consistent with the requirements for EFR planning (see pp 7 through 9 and Competency Cluster I, EFR TEACHING)
- . Obtain signed approval of the plan by both supervisors
- . Upon approval of the plan make all arrangements needed to carry out and assess the outcomes of instruction during the extended full responsibility teaching period

Carrying Out EFR Teaching

- . Assume full responsibility for the negotiated weeks of teaching
- . Review performance with the school supervisor at regular intervals, and modify teaching plans and procedures as needed in light of these reviews (see p 13)
- . Arrange to have the college supervisor observe at least twice during the EFR teaching

Evaluating EFR Teaching

- . After completing the two to five weeks of full responsibility teaching prepare a summary of the pupil outcomes achieved.
- . Meet with both school and college supervisors to review (a) the pupil outcome summary, and (b) the evaluations made of performance on Competency Clusters II and III during the EFR teaching experience (numerical ratings of performance are to be provided only after EFR teaching has been completed, and they are to be arrived at in conference with the student; both supervisors are to provide feedback about performance in EFR teaching in terms of indicator markings and numerical ratings of competence).
- . In the course of this review, determine with the college supervisor whether PERFORMANCE STANDARDS FOR EFR TEACHING have been met (see below). If they have not, additional days of full responsibility teaching will need to be arranged.

Performance Standards For EFR Teaching

- Standard 1: Cluster I competency ratings shall average 3 or better before proceeding to teach
- Standard 2: Cluster II competency ratings, including those based on pupil behavior, shall average 3 or better
- Standard 3: Cluster III competency ratings shall average 3 or better
- Standard 4: Evidence of the ability to bring about an acceptable level of progress in at least 3 of the 4 categories of learning outcomes to be assessed in the context of EFR teaching

NOTE: When these standards have been met, enter in pencil the numerical ratings for each competency within Clusters I, II and III on the RECORD OF PERFORMANCE IN STUDENT TEACHING.

PERFORMANCE IN STUDENT TEACHING AS A WHOLE

Evaluating Performance In Student Teaching As A Whole

- . Near the end of the student teaching experience prepare an "interpretive summary" of the student teaching experience as a whole, and arrange a final evaluation conference with both school and college supervisors.

- . In this conference review (a) the "interpretive summary" of the school teaching experience, (b) performance in relation to Competency Cluster IV (Relating Interpersonally) and Competency Cluster V (Performing Related Professional Responsibilities), and (c) performance in relation to Competency Clusters I, II and III subsequent to the EFR teaching experience.
- . In the course of this review determine with the college supervisor whether PERFORMANCE STANDARDS FOR STUDENT TEACHING AS A WHOLE have been met (see below). If they have, a student has completed all laboratory requirements for recommendation to BASIC certification. If not, additional student teaching laboratory experience will need to be arranged.
- . After meeting performance standards for student teaching as a whole, complete the RECORD OF PERFORMANCE IN STUDENT TEACHING with the college supervisor. This record is to consist of the numerical ratings assigned by both the college and school supervisors for performance on Clusters I through V, and is to have attached to it any summary of information on pupil outcomes achieved in EFR teaching. The information contained on the RECORD and its attachments will be placed in the student's placement file, and will be used for research.

Performance Standards For
Student Teaching As A Whole

- Standard 5: The cycle of planning, teaching, assessing learning outcomes, and using learning outcome information as a basis for further planning and teaching (Clusters I, II and III competencies) is reflected generally in the student's performance as a prospective teacher.
- Standard 6: Ratings assigned Cluster IV competencies (Relating interpersonally) and Cluster V Competencies (Performing Related Professional Responsibilities) are to average 3 or better.

NOTE: When these standards have been met, enter in ink and in duplicate the numerical ratings for each competency within Clusters I through V on the RECORD OF PERFORMANCE IN STUDENT TEACHING. Forward the RECORD OF PERFORMANCE as directed on p 25.

GLOSSARY

COMPETENCE

. A COMPETENT TEACHER

One who has acquired and demonstrated the essential competencies of a professional position, and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status. (Taken from the PROCESS STANDARDS FOR EDUCATION PERSONNEL DEVELOPMENT PROGRAMS, Oregon Teacher Standards and Practices Commission, Salem, Oregon, 1974.)

. A TEACHING COMPETENCY

The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition. (Also from the PROCESS STANDARDS.)

. A CLUSTER OF TEACHING COMPETENCIES

A set of logically related competencies to be demonstrated by prospective teachers in various competency demonstration contexts (see below). Three clusters of competencies are to be demonstrated in the context of lesson teaching:

- Planning And Preparing For Instruction
- Performing Instructional Functions
- Obtaining And Using Pupil Outcome Information

These, and two additional clusters, are to be demonstrated in all other competency demonstration contexts:

- Relating Interpersonally
- Performing Related Professional Responsibilities

COMPETENCY DEMONSTRATION

Showing, through performance in an ongoing school setting, that one is in fact able to carry out the teaching functions called for in a particular competency demonstration context.

COMPETENCY DEMONSTRATION CONTEXTS

Prescribed teaching settings within which competence as a teacher is to be demonstrated. As presently constituted, the elementary program at OCE requires that competence be demonstrated in five progressively demanding settings:

- . Lesson Teaching;
- . Short Term (3-5 days) Full Responsibility Teaching;
- . The Pre-Student Teaching Laboratory Experience As A Whole;
- . Extended (2-5 weeks) Full Responsibility Teaching; and
- . The Student Teaching Experience As A Whole.

The first three of these contexts are described in the GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN PRE-STUDENT TEACHING LABORATORY EXPERIENCES. The last two are described in the GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN STUDENT TEACHING.

A sixth competency demonstration context, that of "Student Teaching Equivalency," may be used in special circumstances. If performance standards are met in this context full credit (15 hours) may be received for student teaching without actually having to spend time in student teaching. The Student Teaching Equivalency context is described on pp 29 and 30 of this GUIDE.

COMPETENCY ASSESSMENT

Evaluating, through a carefully prescribed judgmental process, whether a prospective teacher performs in ways within a particular competency demonstration context that reflect the competencies called for. The assessment of competence is carried out through the use of assessment forms that have been developed especially for each competency demonstration context, and the use of the forms is governed by a set of agreed upon rules, procedures and standards that are outlined in the user guides referred to above. The assessment of competence, on all occasions, involves the use of performance indicators, and in all but Lesson Teaching, performance ratings.

. PERFORMANCE RATINGS

The "measures" (ratings on a 1 to 5 point scale) that college and school supervisors provide of a prospective teacher's performance (competence) as a teacher.

. PERFORMANCE INDICATORS

Products, events, conditions, and/or behaviors that the faculty of the elementary teacher education program, participating school personnel, and students in the program are willing to accept as evidence of a competent performance as a teacher in a particular teaching setting.

DESIRED LEARNING (PUPIL) OUTCOMES

The outcomes of instruction desired for pupils. Five categories of outcomes have been identified for use in the elementary teacher education program at OCE as guides to instructional planning and assessment (any or all of the five categories may be used as guides to instruction and assessment in any subject area).

. KNOWLEDGE OUTCOMES

Learning outcomes that involve knowing about something. Considered typically as "cognitive" outcomes, or "content" outcomes. Examples include being able to name or identify letters in the alphabet; being able to list important names or dates; being able to restate the essential content or idea of what has been read; providing evidence of familiarity with a particular concept, principle or law.

. COGNITIVE SKILL OUTCOMES

The use of knowledge, sensitivities or enabling skills to solve intellectual problems or obtain new knowledge, sensitivity or skill. Also considered typically as cognitive outcomes, but more importantly as "process" outcomes. Examples include the ability to read; solve arithmetic problems; write coherent and meaningful stories; follow directions; apply such "process" skills as analysis, evaluation, interpretation, synthesis, generalization.

. PSYCHOMOTOR SKILL OUTCOMES

The use of the body, and/or one or more of its parts, to achieve designated outcomes. Examples include walking; running; pronouncing the various sounds involved in a language; performing the movements required in a particular sport; using scissors to cut out forms; playing a musical instrument.

. SOCIAL SKILL OUTCOMES

The use of knowledge, sensitivities or enabling skills in relating to others, or in solving problems that involve relationships with others. Examples include playing with other children; sharing with others; helping others; working effectively in problem solving groups; forming friendships; showing consideration for the feelings of others.

. ATTITUDINAL OUTCOMES

A general label for the feelings that pupils have about objects, events, ideas, and/or circumstances. Typically referred to as "affective" outcomes. Includes outcomes identified as values, commitments, feelings, and emotions. Examples include the reduction or redirection of anger; the reduction of unfounded prejudices; increasing the enjoyment found in a particular kind of activity; developing an appreciation of the worth of a person

or idea; increasing the strength of one's commitment to a purpose or idea; the elimination of unwarranted fears or anxieties.

INDICATORS OF OUTCOME ACHIEVEMENT

Products, events, conditions, and/or behaviors that parents and teachers are willing to accept as evidence of outcome achievement (these may vary from a score on a paper and pencil test or a well written essay to an instance of a child comforting another child who is crying or hearing two children proclaim publically "We are friends"). What counts is that people view an indicator as a legitimate and trustworthy piece of evidence that a desired learning outcome of whatever kind has in fact been achieved.

MEASURES OF OUTCOME ACHIEVEMENT

The specific procedures followed, steps taken, or "instruments" used to obtain the evidence called for by a particular indicator of outcome achievement. Examples of measures used to obtain evidence of knowledge outcomes include true-false tests, multiple choice or essay tests, oral quizzes. Examples of measures used to obtain evidence of cognitive skill outcomes include finding solutions to problem solving stories, preparing a critical or summative essay, designing an experiment that will answer a particular question.

Measures of psychomotor outcomes need no elaboration.

Examples of measures used to obtain evidence of social skill outcomes include reports of observed instances of behavior that reflect the outcome desired, "self-reports," sociograms, testimony of others. Measures used to obtain evidence of attitudinal outcomes assume much the same form as those used to assess social outcomes, though they tend usually to be more inferential. Feelings, commitments, and underlying preferences often must be inferred from what is seen, heard or said.

NEGOTIATION

A discussion between one or more supervisors and a prospective teacher that leads to an agreement about what one or more of those involved in the discussion is to do; the means by which decisions are made within the elementary program at OCE so as to accommodate differences in persons and settings.

PERFORMANCE STANDARDS

The level of performance expected for a particular cluster of competencies in a particular competency demonstration context. (As used at OCE these are not absolute standards. Instead, they are used as general purpose guides to program placement decisions. A college supervisor always has the prerogative to make a particular program

placement decision, including the decision to recommend for certification, when performance standards have not been met in every respect.)

PROGRAM PLACEMENT DECISIONS

Decisions made by college supervisors, in consultation with the school supervisor and prospective teacher involved, about a student's progression through the program. Five such decisions must be made for each student in the program:

- . the initiation of formal lesson teaching;
- . the initiation of short term full responsibility teaching;
- . advancement to student teaching;
- . the initiation of extended full responsibility teaching; and
- . recommendation for initial certification.

A sixth program placement decision must be made for students requesting admission to the student teaching equivalency context.

COMPETENCY DEMONSTRATION CONTEXT: EXTENDED FULL RESPONSIBILITY TEACHING

COMPETENCY CLUSTER I -- PLANNING AND PREPARING FOR INSTRUCTION

COMPETENCY CLUSTER II - PERFORMING INSTRUCTIONAL FUNCTIONS

COMPETENCY CLUSTER III - OBTAINING AND USING PUPIL OUTCOME INFORMATION

Student _____

Name of College Supervisor _____

Name of School Supervisor _____

☆ ☆ ☆

STUDENTS TO BE TAUGHT

OUTCOMES TO BE ASSESSED (for definitions and examples, see glossary in Users' Guide)

School _____
Grade _____
Number _____

Check Kind Of Outcome

Cognitive Psychomotor Social

Subject Area Knowledge Skill Skill Skill Attitudinal

Special Characteristics of Setting (if any)

Dates EFR teaching is to take place

The ability to plan and carry out instruction over an extended period (2-5 weeks) of full responsibility teaching must be demonstrated before being recommended for BASIC certification by OCE. The competencies to be demonstrated during this period of teaching include the initial preparation of plans for instruction, and the modification of these plans in light of events and outcomes. Performance standards and statements of procedure for the demonstration and assessment of competence in extended full responsibility teaching are described on pp 7 to 15 of THE OCE GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN STUDENT TEACHING.

The Elementary Teacher Education Program

Oregon College of Education

Monmouth, Oregon

July, 1977

271

272

FIELD TEST FORMAT #6

© 1977 by Oregon College of Education and
The Teaching Research Division, Oregon State System of Higher Education

COMPETENCY CLUSTER I. PLANNING AND PREPARING FOR INSTRUCTION

PAGE 1

Directions to evaluators: In evaluating the instructional plan for EFR teaching, rate each of the BOLD FACE items that appear on this form with a number from the following scale:

(1)	(2)	(3)	(4)	(5)
NOT COMPETENT	APPROACHING COMPETENCE	GENERALLY COMPETENT	HIGHLY COMPETENT	EXCEPTIONALLY COMPETENT

Provide an evaluative rating each time a plan is reviewed. If more than two reviews are required add recording squares.

Ratings are to be based on level of detail, inventiveness, and care reflected in the plan. Use as a guide in making these ratings your perception of the quality of instructional planning that could be expected from a fully competent first year teacher. In addition to numerical ratings, mark each of the indicator statements under the competencies listed on this page with a + (FOR YES), a - (FOR NO), or a ✓ (FOR NO BASIS FOR JUDGEMENT). Add comments or indicators as needed.

1.1 ☐☐ DESIRED LEARNING OUTCOMES COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

- ___ Desired learning outcomes for pupils are identified for major areas of instruction.
- ___ Outcomes are worthwhile, given the characteristics of each pupil to be taught.
- ___ They are consistent with outcomes expected from prior instruction.
- ___ Indicators of outcome achievement are identified for the major instructional areas.
- ___ Indicators can be assessed with available time and resources.
- ___ Indicators are likely to be accepted as valid by parents and other teachers.

1.2 ☐☐ INSTRUCTIONAL ACTIVITIES, MATERIALS AND PROCEDURES

- ___ Learning activities, and the materials and procedures for their use, are identified.
- ___ They are logically related to the learning outcomes desired.
- ___ They reflect an awareness of the interests, abilities and feelings of the pupils to be taught.
- ___ They reflect variety and creativity.
- ___ They reflect the talents and skills of the prospective teacher.
- ___ They are drawn from a wide range of resources.
- ___ They are described in sufficient detail for a substitute to be able to utilize the plan.

1.3 ☐☐ THE ASSESSMENT OF LEARNING

- ___ Knowledge of where each pupil stands in relation to desired learning outcomes is reflected in the plan.
- ___ The plan provides for activities that enable each pupil to determine his level of performance during instruction.
- ___ The plan describes how and when indicators of outcome achievement are to be measured for the areas selected for formal assessment.
- ___ At least four of the five categories of learning outcomes listed on the cover page are represented in the outcomes to be assessed formally.
- ___ The plan provides for opportunities to use the results of early assessment in further planning for instruction.

273

274

EVALUATOR: School Supervisor

Colleague Supervisor

COMPETENCY CLUSTER II. PERFORMING INSTRUCTIONAL FUNCTIONS

Directions to evaluators: In evaluating the performance of instructional functions in student teaching rate each of the **BOLD FACE** items by placing a number in the appropriate box. Different ratings are to be provided on the basis of the behavior of the student teacher (see left side of page) and the behavior of pupils (see right side of page). Note carefully the definitions of these ratings! All ratings are to be based on at least two full weeks of full responsibility teaching.

RATINGS BASED ON STUDENT TEACHER BEHAVIOR

Use as a guide in making these ratings your perception of the quality of teaching that can be expected from a fully competent first year teacher.

1	2	3	4	5
Not Competent	Approaching Competence	Generally Competent	Highly Competent	Exceptionally Competent

RATINGS BASED ON PUPIL BEHAVIOR

Use as a guide in making these ratings your observation of pupil involvement in the instruction-learning process.

1	2	3	4	5
Fewer Than 3/4 Of The Pupils		About 90% Of The Pupils		All Or Nearly All Of The Pupils

IN ADDITION TO NUMERICAL RATINGS, MARK EACH OF THE INDICATOR STATEMENTS WITH a U (FOR USUALLY), an S (FOR SOMETIMES), an R (FOR RARELY), or a ✓ (FOR NO BASIS FOR JUDGMENT). PROVIDE THESE MARKINGS EACH TIME PERFORMANCE IS ASSESSED! ADD COMMENTS AND INDICATORS AS NEEDED.

- 2.1 ☐ **MANAGING INSTRUCTIONAL TRANSITIONS AND TERMINATIONS**
 _____ Decisive steps are taken to implement new instructional activities.
 _____ Lessons are initiated with reasonable enthusiasm by the teacher.
 _____ Arrangements are made for putting away materials and collecting pupil work.
 _____ An instructional period is terminated with a review, a synthesis, or other actions that bring it to a fitting close.

- 2.2 ☐ **CONVEYING LEARNING OUTCOMES DESIRED FROM INSTRUCTION**
 _____ Steps are taken to insure desired outcomes are understood.
 _____ Reasons for pursuing desired outcomes are given.
 _____ Provisions are made to link outcomes to pupil understandings.
 27 _____ Learning activities are clearly related to desired outcomes.

- 2.1p ☐ **PUPILS MOVE EFFECTIVELY FROM ONE ACTIVITY TO THE NEXT**
 _____ Pupils seem to be satisfied with the outcomes of learning activities.
 _____ Pupils move promptly from one activity to another.
 _____ Pupils start work without horseplay or hesitation.
 _____ Pupils carry out housekeeping chores responsibly.

- 2.2p ☐ **PUPILS APPEAR TO UNDERSTAND THE LEARNING OUTCOMES EXPECTED FROM INSTRUCTION**
 _____ Pupils are able to begin work assignments with little confusion, few questions and minimal help from the teacher.
 _____ Pupils' completed work is consistent with desired learning outcomes.

2.3 ☐ CARRYING OUT INSTRUCTIONAL ACTIVITIES

- Materials are set up in advance and/or are distributed efficiently.
- Expectations and work procedures are explained clearly.
- Information, explanations and interpretations tend to be accurate and adequate.
- Questions asked tend to be thoughtful, instructive and to the point.
- A variety of cognitive functions and levels are exercised within instructional periods.
- Various kinds and levels of cognitive functions are exercised during the course of a day, or from day-to-day within a particular subject.
- Variety is provided in learning materials and activities.
- Help in using materials is given to pupils when requested.
- Instruction demonstrates an awareness of non-verbal as well as verbal reactions of pupils.
- Correct responses are reinforced, including support and encouragement for learning effort.
- Incorrect responses are corrected, redirected, or ignored as appropriate.

2.4 ☐ ADAPTING INSTRUCTION TO CONTEXT

- Detailed daily plans reflect the use of pupil data.
- Pace and the sequence of learning activities are adjusted to pupil response.
- Outcomes and/or activities are adjusted to pupil response.
- Information and explanations are varied in response to pupil differences in understanding and learning style.
- Outcomes or activities are adjusted to unexpected events.

2.3p ☐ PUPILS RESPOND FAVORABLY TO INSTRUCTIONAL ACTIVITIES

- Pupils get and use the instructional materials needed in order to engage in assigned learning activities.
- Pupils' work patterns demonstrate they understand how to carry out the learning tasks involved in assigned activities.
- Pupils use the variety of learning materials provided advantageously.
- Pupils indicate a reasonable degree of personal responsibility and independence in carrying out learning activities.
- Pupils participate in and contribute to learning activities.

2.4p ☐ PUPILS RESPOND FAVORABLY TO ADAPTATIONS

- Pupils respond in a positive way to changes in pace.
- Pupils respond in a positive way to changes in activities or information given.
- Pupils adapt readily to changes due to unexpected events.

RATINGS BASED ON STUDENT TEACHER BEHAVIOR

2.5 ☐ MANAGING CLASSROOM BEHAVIOR

- ____ Teacher provides positive reinforcement for on-task behavior.
- ____ Teacher takes appropriate action when "out-of-bounds" behavior occurs.
- ____ Strong feelings on the part of a child are dealt with promptly and calmly.
- ____ The content or style of presentation is adapted to account for undesired pupil responses.

RATINGS BASED ON PUPIL BEHAVIOR

2.5p ☐ PUPILS RESPOND IN DESIRED WAYS TO BEHAVIOR MANAGEMENT TECHNIQUES

- ____ Attention is given the prospective teacher by pupils when it is needed or asked for.
- ____ When disruptive or out-of-bounds behavior occurs, it is short lived and isolated.
- ____ Pupils return to and stay on-task after disruptive behavior is redirected by the teacher.
- ____ Undesired pupil responses seem to be improved by adaptations in content or style of presentation.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest markings provide the best base for improvement.

ADDITIONAL COMMENTS OR SUGGESTIONS FOR IMPROVEMENT

Directions to evaluators: In evaluating performance with respect to this area of competence, use the 1 to 5 rating system described in COMPETENCY CLUSTER I. In addition to numerical ratings, mark each of the indicator statements under items 3.1 and 3.3 with a U (FOR USUALLY), an S (FOR SOMETIMES), an R (FOR RARELY), or a ✓ (FOR NO BASIS FOR JUDGMENT). Mark the indicator statements under 3.2 with a + for YES or a - for NO. Add comments and/or indicators as needed.

- | | |
|---|---|
| <p>3.1 ☐ OBTAINING PUPIL OUTCOME DATA (Mark with a U, an S, an R, or a ✓)</p> <p>— Learning is assessed prior to and during instruction, as well as after instruction.</p> <p>— The assessment process does not seem to require undue time or attention.</p> <p>— Information obtained from most assessments seems to be valid and useful.</p> | <p>COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS</p> |
|---|---|

- 3.2 ☐ ANALYZING PUPIL OUTCOME DATA (To be evaluated at the completion of EFR teaching; mark with a + for YES or a - for NO)
- Data on learning outcomes from EFR teaching are summarized to show pupil achievements.
- Summaries are accurate, easy to read, and appropriately detailed.
- Pupils indicating unusual learning patterns are noted.
- Possible causes for atypical patterns are noted.
- Explanations of discrepancies between desired and actual outcomes are plausible.
- Interpretations recognize whether acquired learning outcomes were appropriate.
- Interpretations recognize the relationship between teacher performance and pupil performance.
- Data are summarized to show implications for further instruction.

- 3.3 ☐ USING PUPIL OUTCOME DATA (Mark with a U, an S, an R, or a ✓)
- Adaptations are made in instruction on the basis of demonstrated learning outcomes.
- Performance standards seem to be flexible in regard to expected achievements.
- Performance standards seem to be flexible in regard to the time periods allowed for the accomplishment of expected achievements.
- Feedback is provided to the pupil about his performance.

MARK WITH A + FOR YES OR A - FOR NO

- The student teacher's self-analysis following EFR teaching includes a thoughtful and insightful interpretation of the implications of learning outcome data for (a) future learning activities for the pupils taught (including provisions for pupils who vary from the norm), and (b) changes in personal teaching style and method.

281

282

EVALUATOR: School Supervisor _____

College Supervisor _____

COMPETENCY DEMONSTRATION CONTEXT: THE STUDENT TEACHING EXPERIENCE AS A WHOLE

COMPETENCY CLUSTER IV - RELATING INTERPERSONALLY

COMPETENCY CLUSTER V - PERFORMING RELATED PROFESSIONAL RESPONSIBILITIES

Student

Name Of College Supervisor

Name Of School Supervisor

School In Which Teaching Occurred

Date Of Review

* * *

The ability to relate well interpersonally and perform related professional responsibilities must be demonstrated in the context of student teaching before being recommended for initial certification by OCE. These competencies must be demonstrated under the conditions of the student teaching experience as a whole, including the conditions of full responsibility for the management and teaching of children for a minimum of two to five weeks. Performance standards and statements of procedure for the demonstration and assessment of these competencies are described on pp 17 to 25 of THE OCE GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN STUDENT TEACHING.

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1977

FIELD TEST FORMAT #6

© 1977 by Oregon College of Education and
The Teaching Research Division, Oregon State System of Higher Education

Directions to evaluators: In evaluating interpersonal relations and the performance of related professional responsibilities in the context of student teaching, rate each of the BOLD FACE items on this and the next page with a number from the following scale:

(1)	(2)	(3)	(4)	(5)
NOT COMPETENT	APPROACHING COMPETENCE	GENERALLY COMPETENT	HIGHLY COMPETENT	EXCEPTIONALLY COMPETENT

Ratings are to be based on the prospective teacher's behavior throughout the student teaching experience, and are to reflect the ability of the prospective teacher to carry out each of the functions identified by the BOLD FACE items. Use as a guide in making these ratings your perception of how a fully competent first year teacher would carry out these functions. In addition to numerical ratings, mark each of the indicator statements with a U (FOR USUALLY), an S (FOR SOMETIMES), an R (FOR RARELY), or a ✓ (FOR NOT BASIS FOR JUDGMENT). Add comments and indicators as needed.

COMPETENCY CLUSTER IV. RELATING INTERPERSONALLY

4.1 ☐ RELATING TO PUPILS

COMMENTS AND ADDITIONAL INDICATORS

- Pupil initiated interactions are recognized by the prospective teacher, and responded to with sensitivity and respect.
- Prospective teacher initiated interactions are timely and sensitive to circumstance.
- Prospective teacher actions create pupil interest in learning activities and outcomes.
- Prospective teacher actions appear to be consistent with personal style and feelings.
- Prospective teacher actions reflect the authority and responsibility expected of teachers.

4.2 ☐ RELATING TO SUPERVISORS AND OTHER STAFF MEMBERS

- The prospective teacher is prompt in appointments and prepared to pursue designated topics.
- The prospective teacher is able to discuss the basis of his ideas and proposals without being overly defensive, or overly eager to accept suggestions without question.
- The prospective teacher is able to understand suggestions and act sensibly upon them.
- Efforts are made to interact with other staff members.
- Interactions with staff members tend to be positive and appropriate.

COMPETENCY CLUSTER V. PERFORMING RELATED PROFESSIONAL RESPONSIBILITIES

PAGE 2

COMMENTS AND ADDITIONAL INDICATORS

- 5.1 ☐ MANAGING NON-INSTRUCTIONAL ACTIVITIES
- Routine matters such as lunch count and attendance are handled efficiently.
 - Out of classroom activities such as lunch and recess are supervised with care, patience, and confidence.

- 5.2 ☐ DEVELOPING PROFESSIONAL RESPONSIBILITY
- Scheduled activities are regularly met.
 - Work schedules can be adjusted without undue upset or disorientation.
 - Grooming and dress are consistent with accepted school standards.
 - Personal mannerisms are consistent with accepted school standards.
 - Professional matters are treated in an ethical manner.
 - Dealings with parents and community are handled effectively.
 - Work efforts and personal initiative continue throughout the full term assigned.

- 5.3 ☐ MAINTAINING THE LEARNING ENVIRONMENT
- Materials are kept available in sufficient number and range to accommodate most pupils.
 - Learning activities make good use of space and materials available.
 - The learning environment is kept attractive and free of continuing disorder or messiness.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest markings provide the best base for improvement.

EVALUATOR: School Supervisor _____

College Supervisor _____

286

A RECORD OF PERFORMANCE IN STUDENT TEACHING

THE ELEMENTARY TEACHER PREPARATION PROGRAM, OREGON COLLEGE OF EDUCATION

Student's Name	Term Enrolled	College Sponsor
School In Which Teaching Occurred	Grade Level	School Supervisor

This is a summary of the student's performance as a teacher in the context of student teaching. The information on Planning, Teaching and Assessing represents the quality of performance reflected in ___ consecutive weeks of full responsibility teaching. The information on Maintaining Relationships and Attending to Related Professional Responsibilities represents the quality of performance observed during the full term of student teaching.

The key used in marking is: (1) = NOT COMPETENT; (2) = APPROACHING COMPETENCE; (3) = GENERALLY COMPETENT; (4) = HIGHLY COMPETENT; and (5) = EXCEPTIONALLY COMPETENT. For indicators of competence in each of the areas listed below see the forms used for assessing competence in Extended Full Responsibility Teaching.

	Coll Sup Ratings	Schl Sup Ratings		Coll Sup Ratings	Schl Sup Ratings
PLANNING			ASSESSING		
1.1 Desired learning outcomes	---	---	3.1 Obtaining pupil outcome data	---	---
1.2 Instructional activities, materials and procedures	---	---	3.2 Analyzing pupil outcome data	---	---
1.3 The assessment of learning	---	---	3.3 Using pupil outcome data	---	---
TEACHING			ASSESSING		
<u>Ratings Based On Teacher Behavior</u>			<u>Ratings Based On Pupil Behavior</u>		
2.1 Managing instructional transitions and terminations	---	---	2.1p Pupils move effectively from one activity to the next	---	---
2.2 Conveying learning outcomes desired from instruction	---	---	2.2p Pupils appear to understand the learn- ing outcomes expected from instruction	---	---
2.3 Carrying out instructional activities	---	---	2.3p Pupils respond favorably to instruc- tional activities	---	---
2.4 Adapting instruction to context	---	---	2.4p Pupils respond favorably to adaptations	---	---
2.5 Managing classroom behavior	---	---	2.5p Pupils respond in desired ways to be- havior management techniques	---	---
MAINTAINING RELATIONSHIPS			ATTENDING TO PROFESSIONAL RESPONSIBILITIES		
4.1 With pupils	---	---	5.1 Managing non-instructional activities	---	---
4.2 With supervisors and colleagues	---	---	5.2 Developing professional responsibility	---	---
			5.3 Maintaining the learning environment	---	---

* * *

FOR ADDITIONAL INFORMATION, SEE BACK

ACHIEVING DESIRED LEARNING OUTCOMES IN PUPILS

The ability to foster learning in children has been demonstrated at a level that meets the requirements of Standard 4 for EFR teaching (see pp 10 and 11 in the USER GUIDE). The desired learning outcomes that were assessed, and in the judgment of both the college and school supervisor reflected a satisfactory level of progress, were:

OPTIONAL LEARNING EXPERIENCES PURSUED IN THE CONTEXT OF STUDENT TEACHING

Experience

Interpretive/Evaluative Comments

* * * * *

On the basis of my knowledge of this student's performance in student teaching, including my knowledge of the basis for the performance ratings recorded on this form, I recommend _____ the student be recommended for BASIC certification.

do not recommend _____

College Supervisor

Date

COMMENTS

I have seen this information, and I agree _____ with it.

disagree _____

Student

Date

COMMENTS

STEPS TO BE TAKEN IN PROCESSING INFORMATION PERTAINING TO COMPETENCY DEMONSTRATION IN STUDENT TEACHING

1977-78

School Supervisor

1. After reviewing performance in EFR teaching (C Cl I, II & III) with the prospective teacher confer with the college supervisor about standards for performance in EFR teaching being met, and whether additional EFR teaching should be required.
2. If performance standards for EFR teaching appear to have been met enter ratings for C Cl I, II & III in pencil on the RECORD OF PERFORMANCE IN STUDENT TEACHING, and send the assessment forms (including C Cl I) and all related materials (including any summary of pupil outcome achievement) to the college supervisor.
3. Keep, for the time being, the RECORD OF PERFORMANCE FOR STUDENT TEACHING.
4. At or near the end of the student teaching experience review performance in C Cl IV & V with the prospective teacher, and C Cl I, II & III from the point of view of performance in the student teaching experience as a whole.
5. Enter ratings for C Cl IV & V on the RECORD OF PERFORMANCE IN STUDENT TEACHING.
6. Modify ratings for C Cl I, II & III on the RECORD OF PERFORMANCE, if performance subsequent to EFR teaching justifies their modification.
7. Send the assessment forms for C Cl IV & V, the RECORD OF PERFORMANCE, and all related materials to the college supervisor.

College Supervisor

1. After reviewing performance in EFR teaching (C Cl I, II & III) with the prospective teacher confer with the school supervisor about standards for performance in EFR teaching being met, and whether additional EFR teaching should be required.
2. If performance standards are met enter ratings for C Cl I, II & III in pencil on the RECORD OF PERFORMANCE IN STUDENT TEACHING, and send the assessment forms (including C Cl I) and all related materials (including any summaries of pupil outcome data) to TR staff).
3. Keep, for the time being, the RECORD OF PERFORMANCE FOR STUDENT TEACHING.
4. At or near the end of the student teaching experience review performance in C Cl IV & V with the prospective teacher, and C Cl I, II & III from the point of view of performance in the student teaching experience as a whole.
5. Enter ratings for C Cl IV & V on the RECORD OF PERFORMANCE IN STUDENT TEACHING.
6. Modify ratings for C Cl I, II & III on the RECORD OF PERFORMANCE if performance subsequent to EFR teaching justifies their modification.
7. Enter the school supervisor's ratings for C Cl I-V on the RECORD OF PERFORMANCE IN STUDENT TEACHING that you have prepared.
8. Attach the school supervisor's RECORD OF PERFORMANCE to the "official" record (yours), and forward all materials to TR, including all C Cl IV & V rating forms.
9. Forward the prospective teacher's RECORD OF PERFORMANCE IN STUDENT TEACHING and its attachments, upon their return from TR, to the department secretary (Betty) for placement in the prospective teacher's Placement File.

TR Staff

1. Record all rating, indicator and pupil outcome information from C Cl I, II & III (both college and school supervisor data), and from the summary of pupil outcome data.
2. Return C Cl I, II & III forms, plans, etc., to the college supervisor.
3. Record all ratings from the "official" RECORD OF PERFORMANCE IN STUDENT TEACHING, and all rating and indicator information from C Cl IV & V (both college and school supervisor data).
4. Return the RECORD OF PERFORMANCE, its attachments, and C Cl IV & V assessment forms to the college supervisor.

PART V

APPENDIX E: COSTS, BENEFITS AND RELATED CONSIDERATIONS

from Commitment to Practice:

The OCE-TEP published by the

AACTE, PBTE Series: No. 20

(1976).

Introduction

The decision on the part of an institution to adopt a particular approach to teacher preparation, or to maintain a particular approach after it has been adopted, must rest on information about costs and benefits. Are funds available to meet costs? If one program costs more than another, can the greater costs be justified in terms of benefits received?

Teacher preparation programs typically have not operated on good information as to costs and benefits. Costs have tended to be reported in terms of student-faculty ratios, average student credit hours earned by faculty, or per student costs, determined largely by "making do" with institutionally established appropriations. Benefits by-in-large have been assumed.

With the emergence of competency based teacher preparation programs the need for better information about costs and benefits has been recognized. Do competency based preparation programs actually cost more to operate than traditional programs as the literature suggests? If so, how much more, and what is it in their operation that causes the extra cost? Do the benefits claimed for such programs actually accrue? If they do, do they outweigh or counter-balance the costs? Are there negative consequences that accompany such programs that have not been anticipated, and if there are how do they weigh in the balance between costs and benefits?

It is information of this kind that is needed by states and institutions in deciding whether or not to enter the arena of competency based teacher preparation, or in deciding to remain in that arena once it has been entered.

The purpose of this section of the monograph is to provide this kind of information as it has been established for the competency based elementary teacher preparation program at OCE. Competency based preparation programs differ from one institution to another. of course, as do means of determining costs, so information on the costs and benefits associated with the OCE program are not generalizable. Even so it should be of interest. Almost no information of this kind exists, and to the extent that other programs resemble the OCE program, or that states or institutions are thinking about implementing such programs, the information should be indicative, if not directly applicable.

Hopefully this is only the first of a long line of cost-benefit reports by a wide variety of institutions, for without good cost-benefit information, decision making about the design and operation of teacher preparation programs must necessarily be handicapped.

Records have been kept on costs associated with the competency based program at OCE from its beginning, and analyses have been made of both the positive and negative "short term" consequences that accompany the program (long term consequences can be determined only through follow-up research, and that is just now beginning). Accordingly, three kinds of information are reported in the pages that follow: information on costs; information on immediate benefits; and information on some unexpected negative consequences that accompany the program. These are reported separately, but after being reported an effort is made to bring all three together to get a picture of the "cost-benefit" relationships that seem to exist for the program as a whole.

While this first effort at a cost-benefit analysis of an ongoing teacher preparation program is rather crude, it is hoped that it points

the way to better analyses in the future. Somehow educational institutions must find ways to collect, analyze and act upon better information as to the costs and benefits of their programs than they have had in the past. This is especially true for programs about which as little is known as teacher preparation programs that claim to be competency based.

Costs

The matter of cost is a major concern to institutions thinking of adopting a competency based approach to teacher preparation. The view is widespread that CBTE programs are costly to develop and costly to operate once developed.

There is good reason for this view. Early cost estimates provided by the developers of the elementary models ranged from three million dollars for "start-up" costs (Florida State University) to as much as fifteen million dollars for development and implementation over a five year period of time (Oregon College of Education). Several years of experience in attempting to implement model based programs has led to the reaffirmation of these initial estimates (Joyce, 1974).

In addition to high cost estimates for program development, data recently reported on the costs of operating CBTE programs once they have been installed add to the picture that competency based programs are expensive. Hite (1974) has reported the cost of operating the competency based teacher preparation program at Western Washington State College to be at least 50%, and perhaps as much as 100%, more than other preparation programs at WWSC.

If costs of this magnitude are found generally to operate in CBTE

programs the likelihood of their widespread implementation, even with the assistance of "statewide mandates", would seem to be limited.

In spite of the estimated 15 million dollars for full program implementation, faculty and administrators at OCE came to the opinion that many of the features of a ComField based program could be implemented for far less money. They were also of the opinion that, once established, ways could be found to operate such a program to make it competitive in cost with existing programs.

After considerable discussion of how this might be done, a plan of implementation was worked out and set into motion (see pages 5 to 7). Two rules governed the effort as far as costs were concerned: (a) there would be minimal reliance on "outside" funds for purposes of program development; and (b) costs of operating the model based program, once it had been developed, would not appreciably exceed the costs of operating the existing program.

Both of these conditions were judged to be essential for the maintenance, and thus the adoption, of the new program at OCE. Both were assumed to be essential for the maintenance of new programs in most other teacher preparation institutions.

Given the constraints under which the OCE program was developed, it should come as no surprise that program development and operation costs have been far less than expected on the basis of initial estimates and the reports of others. In part this can be accounted for by the fact that the college does not attend systematically, as yet, to instruction and assessment for purposes of knowledge and skill mastery (approximately one-half of the estimated 15 million dollars for program development at OCE were to be spent for this purpose). In part it can be accounted

for by the fact that other developmental costs remain, and that the program has been in operation only three of the five years covered in the estimate.

Even with these considerations, however, it appears that full development and operation costs over a five year period of time will not exceed 10 or 12 per cent of the costs initially projected!¹

In the pages that follow, cost information is reported for three broad categories of expenditure incurred in implementing the competency based elementary teacher preparation program at OCE: costs associated with developing the program; costs associated with operating the program, including governance and adaptation costs as well as instructional costs; and costs associated with program related research and documentation-dissemination activities. Each category of cost is dealt with separately, and in the order listed.

Program development costs, and program related research-documentation-dissemination costs, are reported only in terms of actual dollars spent. The usual budget categories of personnel, equipment, services, supplies, maintenance and overhead are used in reporting these data.

¹ The reader needs to remember that the "program" being referred to is only the professional year of the overall elementary teacher preparation program at OCE. Until this past year this has included 9 hours of credit for two consecutive terms (Educ. 361 and 362, Learning and Instruction in the Elementary School) and 15 hours of credit for one term (Educ. 413 and 407, Student Teaching and Student Teaching Seminar), or spread across three terms in the case of Intern Teaching. As of 1974-75 the professional year includes the above, plus an additional 3 hours of credit (Educ. 473) entitled "Identification of Learning Problems in the Classroom". During the professional year students enroll in an additional 6 to 15 hours of elective course credits that tend to complement the content of the courses listed above, but these courses are not treated for purposes of the present document as part of the "program" that is being costed. The content and organization of the professional year as a whole is shown schematically in Figure 3, p 18.

So that readers may find the measure of cost that is most meaningful to their own circumstance several measures of cost are used in reporting expenditures associated with program operation. The measures reported include student-faculty ratios and credit hours earned as well as per student costs and total dollars spent. For each of these measures the costs involved in operating both the new and the previous elementary program at OCE are provided for comparative purposes.

The report concludes with a summary and projection of program related costs through 1978.

Costs Involved In Developing The New Program

In a sense, all costs incurred during the past three years have been program development costs. Monies spent on program governance, evaluation, documentation and research, for example, would not have been spent if the new program were not being implemented. Even monies spent in carrying out instruction during this time could be considered a developmental cost since elements of the new program were being field tested and modified through their application.

Instead of taking this position, however, the decision was made to report as developmental costs only the costs associated with actual "hands-on" development of materials and procedures (costs involved in "field testing" materials and procedures are treated as program operation costs). This seemed to be a more informative, and ultimately a more beneficial way to proceed.

Using this restricted definition developmental costs during the first three years of implementation have centered primarily on the creation of a competency acquisition-demonstration-assessment system, and upon the

creation of a computer based system for managing competency assessment data. Some money has gone into the development of the instructional program that leads to knowledge and skill mastery, but it has been minimal. Specifically, development efforts during the past three years have produced:

- . a system for supervising and assessing competence demonstration in lesson teaching, twice field tested and revised;
- . a system for supervising and assessing competence demonstration in short term (2-5 days) full responsibility teaching, twice field tested and revised;
- . a system for supervising and assessing competence demonstration in student teaching, once field tested and revised;
- . a system for assessing competence demonstration in first year teachers, once field tested and about to be revised;
- . a system for collecting follow-up data on graduates of the OCE elementary preparation program, once field tested and about to be revised;
- . a computer based system for managing competency assessment data, once field tested and revised; and
- . a syllabus that supports instruction in relation to knowledge and skill mastery in the new program, once field tested and revised.

The actual costs associated with these various aspects of program development are summarized in Table 13. Persons wishing a further breakdown of the data reported in this Table are referred to Tables 1A and 1B in Appendix A.

It will be seen from the data reported in Table 13 that a total of only \$72,163 has been spent at OCE over the past three years in out-and-out developmental activities, and that nearly half of this amount was spent during the initial or experimental year of the program. Developmental

Table 13. Costs Associated With PROGRAM DEVELOPMENT

Task	Personnel						Equipment, Services Supplies, Overhead ⁵			TOTAL
	OCE-TR ¹			School Supervisor-Admin. ⁴			1972-73	1973-74	1974-75	
	1972-73 ²	1973-74	1974-75	1972-73	1973-1974	1974-75				
Instruction for knowledge and skill mastery	\$ 2,500	\$ 45 ³	\$ 625	NA	NA	NA	\$ 1,050	\$ 18	\$ 250	\$ 4,488
Instruction for competence acquisition and demonstration	15,000	8,100	7,900	NA	NA	NA	6,350	4,200	3,160	44,710
Managing competency assessment data and assuring its quality	6,000	3,100	6,525	NA	NA	NA	2,750	1,980	2,610	22,965
TOTAL	\$23,500	\$11,245	\$15,050	NA	NA	NA	\$10,150	\$ 6,198	\$ 6,020	\$72,163

Includes faculty, administrators, secretaries and work-study students. All calculations involving OCE faculty are based on an average 9-month salary of \$15,000. This figure has been used in each of the reporting years to reduce fluctuations in dollar amounts due to salary increases.

This was the "experimental" year of the program. It involved only 43 students for two terms. Each subsequent year has involved between 250 and 300 students per term. Extra resources made available strictly for DEVELOPMENT during 1972-73 included .50 FTE for two terms from the OCE instructional faculty; .75 FTE for two terms from the Teaching Research faculty; .25 FTE for two terms by the OCE Dean of Faculty; .75 FTE for two terms of a secretary; and \$750 for services and supplies.

An added work-study student at 15 hours per week for one term.

School personnel contributed to the development of the program but largely in an advisory, policy setting capacity. Accordingly, costs associated with their contribution to development are reported as part of PROGRAM OPERATION costs.

Overhead for each reporting year has been figured at the rate of forty per cent of personnel costs.

costs of this magnitude would seem to be manageable by most institutions (roughly the equivalent of one full time faculty person and a secretary over a three year period of time), and if OCE's experience can be taken as an example, have an unusually high payoff. (Institutions wishing to implement a supervisory-assessment system or a data management system that resembles those implemented at OCE would, of course, be free of many of the developmental costs OCE has incurred since the basic developmental work on those systems would already have been done.)

While much has been accomplished in the elementary program at OCE during the past three years, much remains to be done. The instruction-assessment system for knowledge and skill mastery needs a great deal of work (the extensive development of "instructional modules" at other institutions reduces the amount of basic developmental work that needs to be done in this regard, but does not eliminate it); the various pieces and parts of the supervision and assessment system for competence demonstration need to be further refined; and the assessment system needs to be extended to cover the demonstration of competence on the part of experienced teachers. The system for collecting follow-up data must also be extended and refined. Given the tasks that remain, it is anticipated that approximately \$20,000 will be needed each year for another two or three years to complete the developmental activities projected for the professional year of the program.

Costs Involved In Operating The New Program

In contrast to the relatively narrow definition adopted for program development costs, program operation costs have been defined quite broadly. As used in this report program operation costs refer to the

resources required to (a) actually carry out the instruction and assessment activities called for in the new program, (b) manage and govern the program, (c) evaluate it, and (d) modify it as much as necessary to make it functional as it is being implemented (major modifications have been treated as program development costs). Costs incurred in carrying out each of these various functions are presented in Table 17, p 127.

Before reviewing these data, two "general indicators" of cost can be examined that are widely relied on by college faculty and administrators in assessing the expenditures associated with an educational program. These are student-faculty ratios and student credit hours earned. While these measures are at best only general indicators of the actual cost of an educational program they are so widely used, and they relate so directly to the resources received by public supported colleges, that they need to be considered. Data on student-faculty ratios in the old and new elementary programs at OCE are reported in Table 14. Data on credit hours earned by faculty teaching in the old and new programs are reported in Table 15.²

As evident from these data both student-faculty ratios and student credit hours earned by faculty in the old and new program are comparable. This means, operationally, that the added instruction and supervision burdens imposed by the new program have been incorporated into the teaching loads of faculty in a way that permits essentially the same number of students to be carried by faculty in the new program as in the old, and essentially the same number of student credit hours to be earned by faculty in the new program as in the old.

² The student-faculty ratios and credit hour earnings reported in Tables 14 and 15 reflect the full time equivalent loads of faculty and students.

Table 14. Student Faculty Ratios In The Old And New Programs^{1a}

PRE-CBTE PROGRAM		CBTE PROGRAM	
1970-71	1971-72	1973-74	1974-75
16:1	15:1	15:1	16:1

1a FTE students per FTE faculty. Data reported are from Fall terms only.

Table 15. Average Student Credit Hours Earned By Faculty Teaching In The Old And New Programs^{1b}

PRE-CBTE PROGRAM		CBTE PROGRAM	
1970-71	1971-72	1973-74	1974-75
245	227	221	245

1b Total student credit hours divided by FTE faculty. Data reported are for Fall terms only.

These are encouraging data for they suggest that the costs of operating the new and old programs are roughly equivalent.

Student-faculty ratios and student credit hours earned are only part of the story, however, and it turns out that as a partial story they are somewhat misleading. By looking at actual dollars spent it will be seen that operating costs in the new program have indeed increased. As evident from Table 17, and summary Table 16, expenses incurred in 1973-74 were essentially equal to the expenses incurred in 1970-71 when fewer students were involved, and expenses incurred in 1974-75 were approximately \$100,000 greater than in 1970-71 when essentially the same number of students were involved. Even more telling is the average per student cost in the new and old programs. Using 1970-71 and 1971-72 as the base for

Table 16. A Summary Of Costs Involved In Operating
The Old And New Programs

PRE-CBTE PROGRAM		CBTE PROGRAM	
1970-71	1971-72	1973-74	1974-75
\$363,765	\$391,000	\$360,905	\$450,075
Student headcount: 275	Student headcount: 300	Student headcount: 240	Student headcount: 270
Per Student Cost	Per Student Cost	Per Student Cost	Per Student Cost
\$1,323	\$1,303	\$1,504	\$1,667
Average per student cost per year: \$1,313		Average per student cost per year: \$1,590	

comparison, the average per student cost of the new program over the past two years has exceeded the average per student cost of the old program by \$277 per year (\$1,590 vs. \$1,313).

More importantly, since it is a figure that is a better estimate of per student costs anticipated for the future, the average per student cost during 1974-75 exceeded the average per student cost of the old program by \$354 (\$1,667 vs. \$1,313).³

Taken at face value these data tell quite a different story than the data cited earlier on student-faculty ratios and credit hours earned. Instead of the new and old programs having essentially the same cost, the

³ These per student cost estimates may be slightly inflated for both the new and old programs. They were made by dividing the estimated total cost of operating the professional year of the program by the number of students enrolled in the professional sequence courses within the professional year. Students taught by faculty of the Elementary Division who were not enrolled in the professional sequence courses are not taken into account in this calculation. The number of students, however, is relatively small so the inflation should not be great.

new program appears to be a great deal more expensive. Like the earlier data, however, cost information at this level of generality can also be misleading. It also has limited utility. It does not indicate, for example, where the added costs come from or how they are being borne. Without such information it is difficult to judge whether costs are reasonable or unreasonable, and impossible to determine how they might be controlled or reduced with known effects.

Care must be taken to include information of this kind when reporting cost data for it is only when information on costs is reported at this level of detail that it is any more useful than data on student-faculty ratios and credit hours earned.

As evident from Table 17, the major source of add-on cost to the new program is in the area of competence acquisition, demonstration and assessment in field settings. This aspect of the new program costs both the college and participating school districts nearly twice as much as it did in the previous program (\$97,500 this past year for the college versus \$50,625 in 1971-72; \$145,800 this past year for cooperating schools versus \$90,000 in 1971-72), and as such accounts for most of the increased costs of the new program.

Actually, this comes as no surprise since it was precisely the kind of change that is reflected in these costs that was desired most for the new program, and resources have been allocated accordingly. As indicated in summary Table 18 the average per student cost increase to the college has been \$62. This has been accomplished by decreasing instructional costs for knowledge and skill mastery (see Table 17, p 127), resulting in a "balance" of add-on costs to the college alone of approximately \$15,000 per year.

Table 17. Costs Associated With PROGRAM OPERATION

Task	Personnel								Equipment, Services Supplies, Overhead			
	1970-71 ²	1971-72 ²	1973-74 ²	1974-75 ²	School Supervisors-Administrators				1970-71	1971-72	1973-74	1974-75
Instruction for knowledge and skill mastery	\$140,675	\$151,875	\$ 75,700	\$ 97,625	NA	NA	NA	NA	\$64,595 ⁴	\$69,750 ⁴	\$37,480 ⁴	\$ 47,150 ⁴
Instruction for competence acquisition and demonstration	46,825	50,625	75,575	97,500	84,900 ³	90,000 ³	118,800 ³	145,800 ³	26,770 ⁵	28,750 ⁵	37,830 ⁵	47,050 ⁵
Managing competency assessment data and assuring its quality	NA	NA	3,650	2,125	NA	NA	NA	NA	NA	NA	2,400	1,850
Program governance and management ⁶	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Program evaluation and adaptation ⁷	NC	NC	6,250	5,725	NC	NC	NC	NC	NC	NC	3,220	5,290
TOTAL	\$187,500	\$202,500	\$161,175	\$202,975	\$84,900	\$90,000	\$118,800	\$145,800	\$91,365	\$98,500	\$80,930	\$101,340

¹ Includes faculty, administrators, secretaries and workstudy students. All calculations involving OCE faculty are based on an average 9-month salary of \$15,000. This figure was used in each of the reporting years to reduce fluctuations in dollar amounts due to salary increases.

² Approximately 12.5 full time equivalent faculty serve approximately 275 students each term in the professional year of the program during 1970-71; approximately 13.5 faculty served approximately 300 students each term in 1971-72; approximately 10.5 faculty served approximately 240 students each term in 1973-74 (the first year of the new program); and approximately 13.0 faculty served approximately 270 students each term in 1974-75. In the old program approximately 3/4 of the faculty's energy was directed to teaching for knowledge and skill mastery and 1/4 to competence acquisition and demonstration. In the new program energy is directed about equally to these two functions.

³ Based on an estimated average number of hours spent supervising clinical and practicum students in the elementary preparation program at \$6 per hour. Hours spent in supervision have been calculated on the basis of an average of .5 hours each week with clinical students and 3 hours each week with student teachers and interns in the old program (1970-71 and 1971-72); an average of 1.5 hours each week with clinical students and four hours each week with student teachers and interns in the first year of the new program (1973-74); and an average of 2.5 hours each week with clinical students and 4 hours each week with student teachers and interns during the second year of the new program (1974-75). For more detailed information about cooperating school costs, and for benefits returned by the college to supervising teachers, see Tables 2A and 2B in Appendix A.

⁴ Based on an estimated \$15 per student cost for clinical students (calculated at 2/3 of the students cited each year in budget note 2 above), and an overhead cost calculated at 40 percent of OCE-TR personnel costs.

⁵ Based on an estimated \$15 per student cost for student teachers and interns (calculated at 1/3 of the students cited each year in budget note 2 above), an overhead cost calculated at 40 percent of OCE-TR personnel costs, and \$4,000 per year in travel and per diem costs for college supervisors.

⁶ Includes a weekly 2 hour faculty meeting, a weekly 2 hour division heads meeting, periodic meetings of the college-wide Teacher Education Committee and Teacher Education Advisory Committee, periodic faculty retreats and periodic meetings with school supervisors for purposes of inservice, as well as time involved in preparation for all of the above. Costs involved are included in overhead charges to the program.

⁷ Includes a weekly 2 hour staff meeting, meetings once a term with students and school supervisors, a Design Seminar each Spring Term with college and school supervisors, students and assessment staff, and an annual College Planning Exercise (CPX). Service costs include \$500 for computer rental in 1974-75.

Table 18. A Summary Of New And Old Program Costs To
The College And To Participating Schools

PRE-CBTE PROGRAM AVERAGE YEARLY COST (1970-71:275 students; 1971-72:300 students)		CBTE PROGRAM AVERAGE YEARLY COST (1973-74:240 students; 1974-75:270 students)	
COLLEGE	\$289,933		\$273,210
SCHOOLS	\$ 87,450		\$117,300
AVERAGE PER STUDENT COST TO THE COLLEGE			
COLLEGE	\$1,009		\$1,071
SCHOOLS	\$ 305		\$ 468

Considering the fact that the new program costs \$15,000 or so each year for data management and program evaluation activities that were not a part of the previous program, the overall instructional costs for the new program, at least so far as the college is concerned, are essentially the same as in the previous program.

Before discussing some of the implications of these data it might be helpful to summarize the information that so far has been presented:

- student-faculty ratios and average student credit hours earned by faculty in the new program are comparable to those earned in the old program;
- the average per student cost of the new program to the college and to the public schools combined exceeds the per student cost of the old program by at least \$275, and in the years ahead probably by as much as \$350;
- the major source of add-on cost to the new program is in support of competence acquisition, demonstration and assessment in school settings (\$97,500 this past year for the college versus \$50,625 in 1971-72; \$145,800 this past year for cooperating schools vs. \$90,000 in 1971-72);

- a further add-on cost to the new program is for support of program evaluation-adaptation activities (approximately \$7,500 per year), and data reduction-management activities (approximately \$7,500 per year, including computer rental costs);
- considering both sources of add-on costs, the average per student cost of the new program to the college exceeds the per student cost of the old program by \$62 (\$1,071 vs. \$1,009);
- the added cost of the new program to the college of \$62 per student is accounted for by a reduction of resources for knowledge and skill mastery (essentially campus-based instruction) equivalent to the increase of resources for competency acquisition, demonstration and assessment, leaving the added cost due largely to the increased costs of program evaluation and data management (in the old program approximately 3/4 of the resources allocated to instruction were directed to knowledge and skill mastery, with 1/4 directed to supervision and assessment in field settings; in the new program the split is about 50-50);
- the average per student cost of the new program to cooperating schools exceeds the per student cost of the old program by \$163 (\$468 vs. \$305).

The added cost of the new program to cooperating schools is accounted for by the increased time spent by cooperating teachers in supervision and assessment activities (school supervisors spend an average of 2 1/2 hours per week supervising clinical students in the new program and an average of 4 hours per week supervising student teachers; in the previous program they spent, on the average, less than half this time).

Three conclusions seem clear from these data. First, the cost of the new program to the college does not greatly exceed the cost of the previous program (approximately \$15,000 per year, given a comparable number of students). Second, the cost of the new program to the cooperating schools is considerably greater than the previous program (\$145,800 this past year vs. \$90,000 in 1970-71). The formula used in calculating school contribution to the program is detailed in budget note 3, Table 17, and budget notes 2 and 3 in Tables 2A and 2B in Appendix A.

A number of issues are raised by these data that can be dealt with fully only after relating costs to the benefits that derive from the program, but it seems appropriate to at least recognize them at this point. There are two that are of critical importance, and a number of others that are of sufficient importance that they must be resolved within the next year or so. The critical issues are:

- . How long will cooperating schools be willing or able to subsidize the program to the extent they are now subsidizing it?
- . To what extent is the quality of the program threatened by reducing instructional resources for knowledge and skill mastery in campus-based instruction and redirecting them to competency acquisition, demonstration and assessment in school settings?

Other issues that must be resolved, and they are issues closely related to those just listed, are:

- . How much time need students be in the schools, on the average each week, to acquire and demonstrate the level of teaching competence now demanded of them?
- . Is the level of teaching competence now demanded of students in the program realistic, or would some of the competencies students are now asked to demonstrate prior to certification best be demonstrated in the first year of full responsibility teaching?
- . Do the data management and program evaluation activities currently supported in the program have sufficient payoff to warrant their continuation?
- . What are the data management and evaluation needs of the program as it matures?

Rather obviously, these are issues that will involve human and political considerations in their resolution as well as considerations that are substantive, technical and economic. The analysis of the positive and

negative consequences of the program help pinpoint what many of these considerations must be.

One other aspect of program operation that has not as yet been discussed from the point of view of cost is that of program governance and management. As seen in Table 17, p 127, no costs have been assigned to these functions.

This decision was based on three arguments. First, the program has not changed radically in relation to its governance and management procedures and as a consequence significant changes in the cost of these procedures has not occurred. Consortium-like relationships have existed between OCE and its cooperating schools for many years, and though these have been made a bit more formal in the new program, and operate a bit more regularly, they have not resulted in significant changes in cost. A second argument for not assigning costs to these two functions is that overhead costs (calculated at 40 per cent of personnel costs) are designed to cover among other things cost of program management and governance. A third argument is that the majority of governance functions are in fact either contributed by school personnel and lay advisors to the college, or are expected to be contributed by members of the college faculty as part of their assigned responsibilities.

If the college and its cooperating schools move to a formal (contractual) consortium arrangement it may be that governance and management costs will increase. If this happens they will be treated accordingly in subsequent cost analyses.

Costs Involved In Conducting Research On The New Program

As indicated in discussing the program as a context for research in education and teacher education (see pp 98 to 100), research related activities thus far have been designed primarily as "ground laying" activities for research that is to come. Quality assurance studies have been carried out since the beginning of the program on the competence measures obtained for students. Other measures needed for the research program that has been designed have been developed and tested, for example, measures of attitudes toward teaching, and a few experimental studies have been carried out at an exploratory level. This past year attention also has been given to developing the methodology to be used in follow-up studies of graduates of the program. Beyond these activities, however, energy has been directed only to the identification of categories of data to be collected for purposes of long term research, the design of the research studies to be implemented, and the organization of the program generally as a context for research.

Even though these activities have not been of major proportions, and have been essentially preparatory in nature, they have consumed resources. An accounting of the costs involved in these various activities is provided in Table 19.

Although research costs are never expected to be high in the program (most of the data required for the research anticipated will be collected as part of ongoing program operations, and thereby of relatively low cost), research related costs will increase in the years ahead. Costs of data reduction, summarization, storage, retrieval and analysis will always be present. So too will the costs of preparing research reports, designing new studies, and assuring that the data collected as part of program operation are of a quality that permits them to be used as research.

24

Table 19. Costs Associated With PROGRAM RELATED RESEARCH¹

Task	Personnel						Equipment, Services, Supplies, Overhead ⁴			TOTAL
	OCE-TR			School Supervisor-Admin. ³			1972-73	1973-74	1974-75	
	1972-73 ²	1973-74	1974-75	1972-73	1973-74	1974-75				
Quality assurance studies	\$1,200	\$1,825	\$2,825	NA	NA	NA	\$980	\$ 930	\$2,330	\$10,090
Methodological studies	-0-	2,600	-0-	NA	NA	NA	-0-	1,140	-0-	3,740
Practice-oriented and basic research studies	-0-	3,100	-0-	NA	NA	NA	-0-	1,420	-0-	4,520
Follow-up studies	-0-	-0-	5,600	NA	NA	NA	-0-	-0-	3,240	8,840
TOTAL	\$1,200	\$7,525	\$8,425	NA	NA	NA	\$980	\$3,490	\$5,570	\$27,190

All FTE and dollar entries are approximations.

Entries in this column are a bit misleading for in one way or another all faculty are involved in all research activities relating to the program. All are involved either in planning or approving proposed studies; all are involved in collecting the basic data to be used in approved studies (the data on competence demonstration); and all have an opportunity to be involved in reporting the data that come from approved studies. Except for .25 FTE for one term, however, no time has been released specifically for research.

Entries in this column also are misleading in that data on competency demonstration from school supervisors also are used in many research efforts sponsored by the program. School supervisors have not as yet, however, been involved in the planning, execution or reporting of specific projects.

Includes computer rental costs and overhead; overhead for each reporting year has been figured at the rate of forty per cent of personnel costs.

However, in all likelihood the major research related cost will be the collection and processing of follow-up data on graduates of the program. The design of the follow-up study calls for a 20 per cent sample of each year's graduates to be followed for a five year period of time, and then again during the 8th and 11th year of teaching. It will be recalled also (see pp 100 to 109) that the 1st, 3rd and 5th year of the follow-up is to involve on-site visitations, which increase the cost of the research effort immensely. The consensus of those who helped design the study, however, and the results of the pilot test of the methodology this past year, suggest the added cost is more than made up for in quality of returns.

As planned now the resources needed to cover the research costs associated with the program will be shared by the college, the Teaching Research Division of the Oregon State System of Higher Education (since TR has the responsibility of conducting a continuing program of research on teaching and teacher education within the State System of Higher Education), and agencies such as the NIE from whom resources for research can be obtained.

Costs Involved In Documenting
And Disseminating Information
About The New Program

Be being identified as a Center in the National Consortium of Centers for Competency Based Education there has been an obligation to document the development and operation of the elementary program at OCE as fully as possible, and to disseminate information about the program as widely as possible. As a consequence considerable time and energy have been given to the documentation-dissemination function (see pp 109 to 113) for

Table 20. Costs Associated With DOCUMENTATION And DISSEMINATION OF INFORMATION About The New Program¹

Task	Personnel						Equipment, Services Supplies, Overhead ²			TOTAL
	OCE-TR		1974-75	School Supervisor-Admin.			1972-73	1973-74	1974-75	
	1972-73	1973-74		1972-73	1973-74	1974-75				
Documentation (includes the preparation of program descriptions, the packaging of materials/procedures used in program operation, the preparation of "case studies" in program development, etc.)	-0-	\$6,325	\$3,725	NA	NA	NA	-0-	\$3,030	\$1,990	\$15,070
Dissemination (includes the reproduction of materials for distribution, time spent in local and regional conferences, time spent with visitors to the program, etc.)	-0-	1,700	1,800	NA	NA	NA	-0-	1,040	1,220	5,760
TOTAL	-0-	\$8,025	\$5,525	NA	NA	NA	-0-	\$4,070	\$3,210	\$20,830

All FTE and dollar entries are approximations.

²Overhead for each reporting year has been figured at the rate of forty per cent of personnel costs.

a bibliography describing the program and products produced by the program), and costs have been incurred accordingly. Table 20 summarizes these costs for the past three years.

So long as OCE continues to function as a national center for competency based education, or so long as it continues to function as a demonstration site for competency based teacher education in Oregon and the Northwest, the documentation-dissemination function will continue. As the program matures, however, it is anticipated that this function will be taken over more and more by the reporting of research findings on teacher and program effectiveness, but for the foreseeable future some resources will need to be channeled on a continuing basis to the documentation of the program and to the dissemination of information about it. As in the case of research it is anticipated that the costs of both these functions will be shared by the college and the Teaching Research Division, OSSHE.

A Summary And Projection Of Program Related Costs

Table 21 summarizes all of the data on costs associated with the new program that have been reported in the previous pages. From these data it will be seen that less than one million dollars has been spent thus far in implementing the program, and that sum includes the cost of operating the program for all elementary students in the college for the past two years. Assuming a rate of expenditure of approximately one-half million dollars per year for the next two years, which is a slightly inflated estimate given the information that is presently available, less than 1.5 million dollars will have been spent on the program at the end of 5 years to do for all intents and purposes what had been expected to

cost 15 million dollars. Figure 7 summarizes cost projections for the continued evolution and operation of the program through 1977-78.

Table 21. A Summary Of Costs Incurred During The First Three Years Of Program Implementation

	Development Costs	Operation Costs	Research Costs	Doc-Dissem Costs	TOTAL
1972-73 (start up:45 stu- dents for 2 terms)	\$33,650	\$ NA	\$ 2,180	\$ -0-	\$ 35,830
1973-74 (first year of full operation: an average of 240 students per term)	17,443	360,905	11,015	12,195	401,558
1974-75 (an average of 270 students per term)	21,000	450,075	13,795	8,735	493,675
TOTAL	\$72,163	\$810,980	\$26,990	\$20,930	\$931,063

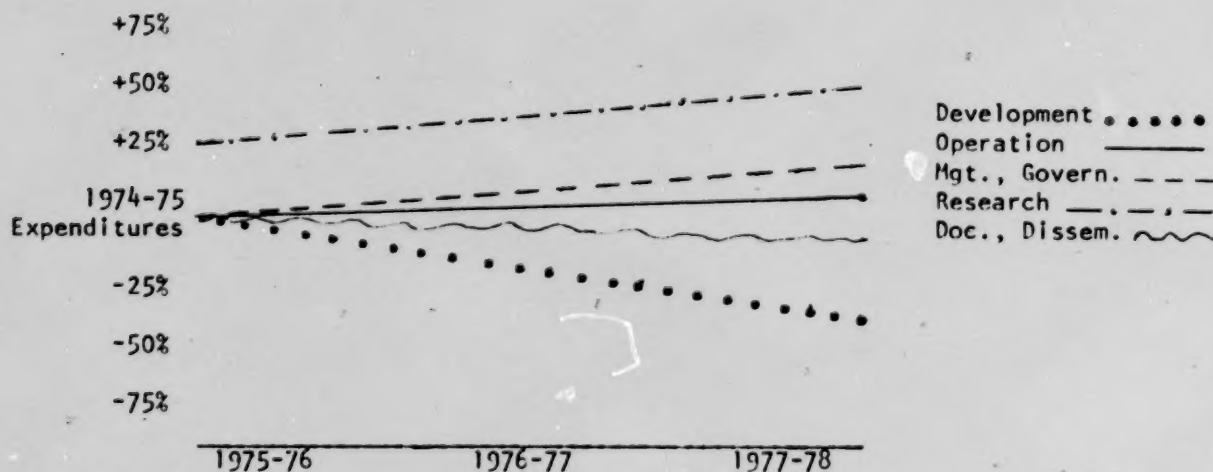


FIG. 7. Projected costs for the continued evaluation and operation of the competency based elementary teacher preparation program at OCE, using 1974-75 expenditures as a baseline

Given the costs anticipated for the program in the coming years, including further development costs as well as continued research and documentation costs, what is the average cost per student likely to be? Using the full costs incurred during 1974-75 as the best estimate in this regard, a near estimate of per student cost is around \$1,800. (See summary Table 22.) This is considerably above the estimated \$1669 per student cost to the college and cooperating school districts combined, sans development, research and documentation-dissemination activities.

Table 22. A Summary Of Estimates Of Per Student Cost For The Elementary Teacher Preparation Program At OCE In The Years Ahead

Estimated Per Student Cost When Research, Development And Documentation-Dissemination Functions Are Included	Estimated Per Student Cost When The R, D & D-D Functions Are Not Included
\$1,828	\$1,669

Since it is anticipated, however, that the R, D & D-D functions associated with the program will be subsidized at least in part through outside grant monies and the Teaching Research Division in much the same way that the field based portions of the program are now subsidized by the public schools, it is unlikely that the per student cost to the college will exceed by very much the \$1,669 base cost estimate.

Assuming the data that have been presented to be reasonably accurate and complete, the competency based elementary program at OCE does not appear to be prohibitively expensive. Given a 1973-75 budget figure of \$1,858 per upper division student for state colleges and universities, the program actually appears to be a bargain! This is especially so when one

considers the fact that it is a program that serves the purposes of research and demonstration as well as instruction!

Short Term Benefits

It is clear from the previous analysis that the added costs of the new program come largely from its increased emphasis on competency demonstration and assessment in ongoing school settings, and its design as a context for research and evaluation. The highly personalized aspects of the program, and the emphasis on understanding self as teacher, are costly but no more so than in the previous program. At this point, therefore, the critical question as far as costs and benefits are concerned is whether the benefits received from the aspects of the program that increase its cost justify the costs involved.

If they do, and if the institutions and agencies supporting the elementary program can continue to finance it, it probably should be maintained. If benefits do not seem to warrant costs, however, or if the institutions and agencies supporting the program are unable to meet the costs, then the program obviously should not be maintained in its present form.

The purpose of this section of the monograph is to describe the benefits that seem to accrue from the new program in its present form. Since the program has been in operation for only two years, these must be viewed essentially as short term or "immediate" benefits. A number of long term benefits are anticipated from the program, and must be taken into account when weighing cost and benefit information generally, but these are several years away. Some of the long term benefits anticipated are outlined in the next section of the monograph.

As used in the pages that follow, benefits are considered to be "... anything contributing to an improvement in condition; advantage" (Webster's New World Dictionary, College Edition, 1968). Using this definition, it turns out that the matter of benefits becomes a matter of "benefits for whom?" As it now stands, for example, the benefits of the program for students are clearly different from those for college faculty and school supervisors, and the benefits for OCE as an institution are clearly different from those for the various schools involved. In keeping with these differences, the benefits associated with the program are discussed in the following pages according to who it is that receives them.

(See insert on the following page)

Benefits To Students

There seem to be two benefits to students that stand out above all others in importance. These are:

1. The opportunity to demonstrate clearly to one-self and others one's competence as a prospective teacher; and
2. In light of this opportunity to have a reasonably solid basis for knowing whether one should continue in the profession of teaching, or search elsewhere for one's life work.

While these are very general benefits they are nevertheless real, and they are critical in the lives of students who are planning to become teachers.

A number of other benefits accrue to students from the program in its present form. These include:

3. A better opportunity to clarify one's concept of self as teacher, and to find help in articulating self with teaching styles, preferences, abilities, and the like;
4. Greater clarity as to what is expected by way of competence for entry to student teaching and recommendation to certification;

In reading the benefits listed it is important to understand they represent the consensus of only two senior faculty members from the elementary division, the research professor who has worked with the program from its inception and the Dean of Faculty. They have been reviewed by other faculty members, and they have been identified by-and-large through informal discussions with faculty members, students and cooperating school personnel, but they have not been verified systematically by all program participants or by others for whom benefits seem to accrue. The next round of benefits analyses will utilize this initial listing as a basis for securing such information.

5. Greater clarity as to the role and function of supervisors, and to the focus and function of conferences with supervisors;
6. An opportunity to "validate" as well as practice and integrate the knowledge and skills learned in course work pertaining to teaching;
7. Clear cut, unambiguous evidence to show prospective employers about one's competence as a prospective teacher;
8. Familiarity with a model of instruction and assessment that corresponds to what is being required increasingly of teachers in Oregon; and
9. An opportunity to engage as an equal with teachers and college faculty in reviewing the program and recommending changes in it.

Taken on the whole, these represent sizeable benefits to students, and if no other considerations were involved would probably justify in and of themselves the added program costs associated with program related research and the systematic demonstration and assessment of students' competence. Obviously other considerations must be taken into account in deciding whether to maintain or modify the program, but from the point of view of the student, there is much to be gained from the new program.⁴

Benefits To School Supervisors

There are several immediate benefits to teachers working as school supervisors in the program. Chief among these are increased clarity as to what is expected of students who are to be supervised, and increased clarity as to the focus and function of the supervision process. These

⁴ One of the factors that increases the complexity of benefits analysis is the reality that something which gives a benefit almost always has a negative consequence as well. In the section of the monograph entitled "Some Unanticipated Consequences", the negative side of the benefits listed here are described.

are seen by essentially all school supervisors as definite advantages over the previous program.

Clarity about these two matters lets a number of additional benefits emerge, for example, a clear focus on and purpose for interacting with students; a much clearer basis for recommending that students continue in the preparation program, or be granted certification; greater confidence in the quality of teachers who graduate from OCE. Some teachers even find value for their own teaching through their work as supervisors in the program.

Whether such benefits can continue to outweigh the added demands on school supervisors in the new program, and how these benefits weigh into the overall cost-benefit equation, are still to be determined. It is clear, however, that school supervisors are finding numerous benefits in the program in its present form.

Benefits To College Faculty/Supervisors

In many ways the benefits of the new program to college supervisors parallel the benefits to school supervisors, but because of the central role college faculty play in recommending for certification the benefits are of even greater magnitude. The heavy emphasis within the program on competency demonstration and assessment provides faculty with a firmer basis for recommending certification than in the previous program.

In addition to this overarching benefit, a number of other benefits assume importance:

1. The competency demonstration and assessment system provides an unusually valuable tool for supervision and feedback;

2. The emphasis on identifying and adapting self as teacher, and the manner in which the program has been structured to accommodate differences in teachers and settings, enables faculty to carry out and assess the effects of instruction in a manner that is consistent with the preferences of students and the demands of settings;
3. The opportunity to view the performance of students as teachers in ongoing school settings provides an immediate check on the effectiveness or completeness of instruction in courses pertaining to teaching; and
4. The feedback to college and school supervisors on patterns reflected in their ratings of competence (via continuing quality assurance studies) provides an opportunity for them to modify their rating patterns if there is need to do so.

As in the case of students and school supervisors, it is unclear whether these benefits warrant the resources required to get them, but taken in and of themselves, they represent a clear set of improvements over the preceding program.

There is also a negative side to most if not all of the benefits listed for college faculty, and it is possible that over the long term these will outweigh the benefits gained. With each passing year, however, some progress has been made in reducing the negative consequences of the program and increasing its benefits. As a consequence, there is increasing commitment on the part of elementary faculty to the program.

Benefits To College Administrators

Administrators at the college also receive a number of immediate benefits from the program as it now exists. While these may not be as dramatic as some of the benefits that accrue to students and faculty, they are nevertheless important to the overall management of a teacher preparation program. Some of the more obvious benefits to administrators include:

1. More information about what goes on within the elementary preparation program, what comes out of it, the costs involved, etc.;
2. The knowledge that the recommendations made by faculty for certification are based on performance standards;
3. The ability to make decisions about the program on the basis of cost and benefit information;
4. The knowledge that, in time, firm evidence will be available on the effectiveness of the program and its graduates;
5. The assurance that the program is responsive to and supported by students, faculty, participating school personnel, the bargaining agencies for participating school districts, etc.

Whether such benefits off-set the negative consequences of the program for administrators, or whether they justify the added costs involved, is still an open question.

Benefits To The Broader Education Community
That Is, Teachers In Schools Generally, The
State Department Of Education, And The
Oregon Education Association

The immediate benefits of the program to the education community as a whole are less obvious than they are to participants in the program, or to the teacher education community. There are nevertheless some immediate benefits, and they are worth mentioning. They include:

1. The provision of a model by which to assess the competence of experienced as well as beginning teachers (schools in Oregon are required to assess the performance of teachers yearly);
2. The preparation of teachers having demonstrated levels of competence;
3. The preparation of teachers who are familiar with the concepts and principles of schooling now being demanded of teachers in Oregon (through the adoption of the new Minimum Standards for Elementary and Secondary Schools);

4. The provision of a model of instruction and assessment that can be adapted for use by schools in their efforts to comply with the new Minimum Standards.

Evidence from three statewide reviews of the program suggests that the broader education community recognizes these benefits.

Benefits To The Broader Teacher Education Community, That Is, To OCE As A Whole, To Other Teacher Education Preparation Institutions In The State, To The Teacher Standards And Practices Commission

The broader teacher education community in Oregon also enjoys a number of benefits from the program, though needless to say they are not always perceived as such. As students of institutional dynamics and change know, the existence of a "model" program is always seen as a mixed blessing. While it represents a valuable source for change, it also represents a potential threat and source of antagonism.

Be this as it may, there is evidence that the program is being looked upon increasingly by others at OCE and by the teacher education community in the state generally as a benefit instead of a liability. For example, there is an increasing tendency to look to the program for materials and procedures that are transportable. When long term benefits can be added to the picture it seems reasonable to assume that most teacher educators in the state will judge the OCE program favorably.

The evidence as to benefits outside Oregon is less equivocal. Even in terms of short term benefits the program would in all likelihood be judged by a national audience as cost-effective. The program is widely known throughout the United States; it seems to be highly regarded. It has had major influence on thinking about competency based education and teacher education, for example, the distinctions made within the program

between competence as such and the knowledges and skills assumed to be needed to be competent, and the insistence that pupil outcomes be looked to as evidence of competence. The OCE-TR system for assessing competence in ongoing school settings is seen as a major contribution to the field; and the procedures established to insure quality in ratings of competence is new to the arena of teacher education. Finally, the design of the program as a context for research that combines the elements of low cost and high external validity stands to add significantly to the tested knowledge about teacher education as well as to serve as a model to other small colleges who wish to do research. When the long term benefits anticipated for the program are added, it is highly probable that a national audience will judge the program to be an unusual bargain so far as costs and benefits are concerned.

Long Term Benefits

While the immediate benefits that derive from the program are considerable, the cost-benefit equation must also take into account long term benefits. As now perceived these will come essentially from research made possible by the program, and will consist of:

1. Evidence as to the effectiveness of teachers graduating from the OCE elementary program, especially their effectiveness in bringing about desired learning outcomes in children;
2. Evidence as to the effectiveness of alternative program practices and procedures, and their costs;
3. Evidence as to factors related to success in teaching, and factors related to the ability to predict success in teaching.

These are benefits of critical importance to all who have a stake in the program, as well as the education and teacher education community in general, for evidence about such matters is limited. If such benefits can in fact be obtained at a per-student cost of \$150 or so per year (see Table 22, p138), and these are added to the short term benefits that derive from the program, it is hard to imagine how either OCE or the state could view the program in any way other than being cost-effective.

In order to obtain long term benefits, however, the program must survive -- and survive essentially in the form in which it now exists. In order to survive faculty and administrators at OCE must view the short term benefits as justifying the costs involved, and as outweighing the negative consequences that accompany the positive. The next section of the monograph reports what some of the negative consequences are, and addresses the question of whether they neutralize the benefits gained.

Some Unanticipated Consequences

As indicated previously, one of the complicating factors in attempting a benefits analysis in education is the problem of a program characteristic being a benefit to some and a liability to others. It is further complicated by the fact that a particular program characteristic may have both positive and negative consequences to the same person. This is the case in the present elementary program at OCE. The added clarity of program expectations, for example, is viewed by most students as a benefit, but at the same time it is viewed as having a number of negative consequences. For one, it tends to reduce the freedom of students to pursue subject matter of their own choice. For another, it is more difficult

for students to "drift" through the program, or take advantage of the lack of clarity and specificity that used to be.

This, and circumstances like it, given rise to a peculiar set of "love-hate" feelings that can be found in nearly all participants in the program.

For some reason this very predictable (in retrospect) and understandable circumstance was not anticipated at the time the program was initiated. Perhaps it was because people were searching too hard at the outset for benefits that could accrue from the program; perhaps it was because the demands of implementing the program were so great there was not time to think about the possibility of negative consequences; or perhaps it was simply that no one bothered to think about such consequences as inevitable accompaniment to the positive.

Be that as it may, it became clear soon after the program was underway that each advantage gained from the program carried with it a liability, and that in many cases the liabilities were so great that they threatened to outweigh the gains.

It is apparent that the negative consequences that accompany a program of the kind that is now in effect at OCE must be given as much consideration as costs and benefits. This is the case even on a short term basis, but especially so over time, for some of the conditions that students and faculty will tolerate for a short period will not be tolerated if they continue. Persons responsible for implementing such a program must continuously adapt the program to keep the negative consequences within tolerable limits, or suffer the threat of program demise.

As used in the pages that follows "negative consequences" or "liabilities" refer to the human and institutional costs associated with the

new program that can not be assigned a dollar value. All who have engaged in program and institutional change know too well what these costs can be. They include unrelenting demands on time and energy; they include the frustration, confusion and emotional upset that go with attempting to do what seemingly can not be done, or seemingly never gets done; and they often include having to accommodate to a new way of doing things, or a new use of time and energy, that is thoroughly disruptive of old patterns.

The present analysis is limited to the negative consequences associated with the program now that it is reasonably well established. This is not meant to play down the heavy human and institutional costs associated with a transition from one program to another. Everyone involved in developing and implementing the competency based program at OCE suffered such costs, including students, but these costs will be ignored except for the following observation: the heaviest burden of program change at OCE seemed to rest on the faculty members involved. The time and energy required to bring about orderly, constructive change almost always exceeded what was anticipated, and it almost always occurred as an overload. Fortunately, the change process was managed wisely and it was possible to keep these extra demands within manageable limits. It is clear from the OCE experience, however, that even with adept management and faculty of high commitment and trust, unusual demands on the time and energy of a faculty can be sustained for only so long. For faculties to perpetuate the program improvement process, gains must be consolidated periodically, and rewards reaped.

Some Negative Consequences Of The Program For Students

In many ways students in the previous program did what they do in the new program. They divided their time between campus based and field based instruction, and within this arrangement divided their time between mastering the knowledges and skills assumed to be needed to function effectively as a teacher and learning to apply and integrate them in ongoing school settings. Campus based instruction was carried on in much the same way that it is now, and both college and school personnel supervised in the field.

Within this general pattern of similarity, however, differences between the new and the old program are considerable, and it is these differences that give rise to both the positive and the negative consequences of the program for students. To reiterate these differences: (a) in the new program the knowledges and skills to be mastered through campus based instruction are linked directly to the teaching competencies to be demonstrated in the field (in the old program this linkage was never explicit); (b) in the new program the amount of group scheduled instruction on campus has been reduced from nine hours a week to six hours; (c) in the new program the amount of time spent in schools prior to student teaching has increased from one-half day to two days per week for two terms; (d) the competencies to be demonstrated while in the school setting are more carefully spelled out in the new program, and a set of procedures have been developed that permit both supervision and assessment to be linked directly to these competencies; and (e) standards of performance have been set for competency demonstration as a basis for progression through the various stages of the program, and as a basis for recommendation to certification.

The general approach to instruction for purposes of knowledge and skill mastery, the emphasis on and procedures followed in bringing about an understanding of self as teacher, and the emphasis on personalizing the program take essentially the same form in the new program as they took in the previous program.

Given these changes, what are the negative consequences for students? On the basis of both student and faculty response the major consequences seem to be:

- . the loss of group based instruction time for knowledge and skill mastery;
- . the feeling on the part of some students that instruction in the campus based aspects of the new program assumes too much of a "utilitarian" focus (at the expense of a more philosophic, theoretical, issue oriented, or mastery of subject matter oriented approach that was common in the former program);
- . the anxiety created by having to demonstrate one's ability to carry out the functions of a teacher early in the program, and to do so under carefully defined conditions and carefully defined performance standards;
- . the threat of not being able to progress through the program within the time allowed, or not being recommended for initial certification, unless performance as a teacher meets the standards that have been set for various program placement decisions;
- . the threat of finding out that one is not able to meet the standards of teaching that have been established at OCE, or of finding out that one doesn't enjoy or is not "cut-out" to be a teacher;
- . the threat of a record of weak performance as a teacher being documented and becoming part of a permanent record; and
- . the practical limits placed on the number of credit hours a student may carry above and beyond those required for the program due to the heavy time and emotional demands of the program.

Taken together these represent heavy personal costs for students. Whatever the long term outcome may be it is clear that these considerations must be taken into account as much as dollar costs and benefits when reaching a decision as to program maintenance or modification.

Some Negative Consequences Of The Program For School Supervisors

Of all participants in the new program the school supervisor probably has been burdened the most with new duties and responsibilities. In the previous program the school supervisor was responsible for two clinical students over a period of two terms for a half-day each week. In the new program a supervisor has one clinical student for two terms for two days a week, and was responsible as well for supervising short term full responsibility teaching (STFR) experience at some point near the end of the two term experience.

In addition to this increased contact with students, the functions to be performed by the supervising teacher in the school setting are spelled out in much greater detail. A school supervisor must negotiate and approve lesson plans; negotiate and approve plans for the two to five day full responsibility teaching experience; observe formally presented lessons and the two to five day teaching experience, and assess the prospective teacher's performance in both; review with the prospective teacher his or her performance in lesson teaching and STFR teaching, and when needed suggest how performance might be improved; reach agreement with the college supervisor about recommending a prospective teacher for entry to student teaching. All of these tasks require time and energy and a particular set of competencies, and as such add considerably to a teacher's responsibilities.

In contrast to what has happened with clinical students during the

first two terms, the amount of contact between student teachers and their supervisors has stayed unchanged in the new program. Change has occurred, however, in what happens in the course of the contacts. Supervisors of student teachers must now negotiate plans and assess performance in full responsibility teaching in relation to well defined criteria, and they must confer with students about their performance in relation to clearly defined performance standards, among other duties. By-and-large these responsibilities now parallel rather closely the responsibilities of supervisors in the clinical phase of the program. In some respects they are more demanding, of course, since the performance demands for student teachers are greater than for pre-student teachers, but the general nature of the supervisory process and the demands that accompany it are similar to what has gone before.

Given the changes, and the obvious benefits they carry, what are some of the negative consequences that accompany them? On the basis of evidence collected thus far they seem to be:

- . having to learn essentially a new language to describe teaching, and many new concepts about teaching, in order to carry out the supervisory process;
- . having to set aside time to learn the mechanics of the supervisory process, and then find the time required to carry them out;
- . having to carefully assess the performance of students as teachers, review this performance in conference, and recommend suggestions for improvement where needed; and
- . having to face the possibility of not being able to offer suggestions or help to a prospective teacher when needed, or not performing well as a model for a prospective teacher given the understanding that students in the program now have of the teaching-learning process.

As in the case of students, these consequences so far seem to be equaled by benefits gained. The program is still new, however, and the excitement of its newness could be distorting the weight of its liabilities. As such it is probably too soon to tell whether the liabilities that come with the program for school supervisors are too many to bear without added benefits.

Some Negative Consequences Of The Program For College Faculty/Supervisors

Surprisingly, college faculty, like students, also do essentially the same things in the new program as they did in the old. They still carry out campus based instruction as a member of a two person team that works with approximately thirty students; they still supervise students in field settings; they still work with students individually in coming to understand self as teacher; and they still negotiate with students the particular knowledges and skills to be mastered, the particular school settings in which to carry out practice teaching, and the particular teaching experiences in which to engage. They are also responsible for assessing performance in the field setting and for making recommendations for certification. In broad outline the new program does not seem to call for much that is different from the old.

Within these broad outlines, however, there are major differences in what a faculty member is expected to do in the new as compared to the old program, as well as how it is to be done. The major differences are (a) campus based instruction in knowledge and skill mastery is now tied more closely to the competencies to be demonstrated as a teacher in a field setting; (b) group based instruction time on campus for knowledge and skill mastery has been reduced from nine hours per week to six; (c)

competencies to be demonstrated by prospective teachers are clearly specified, and performance standards clearly stated; (d) procedures to be followed in helping students acquire and demonstrate the competencies expected of them, as well as assessing whether or not they have been achieved, are clearly stated (a student's progression through the professional year of the program depends on meeting the standards set for performance in the field setting); (e) college and school supervisors share their views of a student's performance as teacher, and where discrepancies exist the college supervisor is expected to establish the cause of the discrepancy and work toward its reduction; (f) all competency ratings provided by a particular faculty member during each term of the professional year, along with the ratings provided by school supervisors, are reviewed systematically by all faculty at the end of each term to determine the confidence that can be placed in performance ratings; and (f) the faculty member supervising students within a particular school is expected to carry major responsibility for preparing teachers within that school to use the competency supervision-assessment system effectively (this task is becoming less demanding as time goes on in that more and more schools have a cadre of teachers familiar with the supervision-assessment system, and "building coordinators" for supervisors are being identified and prepared to provide the inservice needed with a particular school).

What are some of the negative consequences of these changes for faculty? The following seem to be paramount:

- a loss of some of the freedom enjoyed by individual faculty members in the former program to teach what they wish to teach and supervise how they wish to supervise (it needs to be understood, however, that this loss is volitional in that the competencies to be demonstrated in the field, and the instructional program leading to mastery of the knowledges and

skills assumed to be needed to demonstrate those competencies, have been agreed to by all members of the faculty);

- . an increased awareness of the content that needs to be mastered in campus based instruction, and an increased sense of urgency in seeing that it is mastered, but less time in which to get this done;
- . an increased vulnerability to student criticism about quality of instruction, or quality of the program as a whole, as it pertains to preparing students to perform the competencies expected of them in the field;
- . exposure to systematically obtained feedback from students and school supervisors about the effectiveness of campus based instruction and field supervision, as well as the program as a whole;
- . a great deal more time required for supervision in the field, and consequently less time for preparation, reading, research, and other activities normally engaged in by college faculty;
- . a much more exacting job of supervision in the field, including more critical observation, more critical assessment of performance, and more focused conferencing with students about their performance;
- . increased clarity of requests from prospective teachers and school supervisors for help in the solution of problems or use of strategies while in the field;
- . having to face honestly the matter of quality in a prospective teacher's performance, and having to convey honestly to a prospective teacher one's judgment in that regard;
- . having to make program placement decisions and recommendations for certification in light of clear cut judgments about the quality of a student's performance as a teacher;
- . the added time and energy required to recycle students through the program who do not meet performance standards on the initial try (at present, procedures have not been worked out whereby students who recycle through the program are counted as part of staff work load);

- having to live with the awareness that all judgments (ratings) of student performance will be reviewed by colleagues from the point of view of the confidence that can be placed in them; and
- an increased amount of time spent in staff meetings to coordinate the program, review data in relation to program effectiveness, and undergo the kind of "inservice" required to have the program function effectively.

These add up to be a set of consequences that weigh heavily on faculty involved in the program, and as such are consequences that have to be faced and dealt with squarely. As in the case of students and school supervisors the benefits gained from the program seem so far to outweigh the liabilities that accrue, but how these will balance in future depends to a large extent on being able to continuously reduce the liabilities involved while maintaining or increasing benefits.

Some Negative Consequences Of The Program For College Administrators

College administrators probably have suffered less than any of the participants thus far described. Their burden was greatest at the start when structures and procedures of the program were being invented, but as soon as it was reasonably clear that the faculty was committed and the resources were available, the administrators were less involved. The Department Chairman and the Dean of Faculty continued to be responsive to the needs of the division and to monitor its performance with great care and concern, but the consequences were viewed positively, not negatively. The consequences would have been negative only if the new developments had failed!

Depending on the view of a college administrator about such matters, however, a number of negative consequences can come from having a program of the kind now in operation at OCE when other programs in the institution

within which it rests are not operating along similar lines. For administrators who view these consequences as negative (other administrators view then as positive) they may be listed as follows:

- . administrators must be willing and able to deal with the implications of having within an institution a unit or program that is highly visible and pointed to from outside the institution as exemplary;
- . they must be willing and able to resolve the problems created by such a program with respect to grades, credit hour requirements, and the like;
- . they must be willing and able to deal with arguments and requests which are firmly based on data;
- . they must be willing to live with evidence on short term costs and benefits until long term evidence can be obtained; and
- . they must be able and willing to live with the vulnerability that comes with having the effects of a program clearly identified and open to review.

Obviously, these are consequences of some significance. In the extreme they can represent a severe threat to an administrator or an institution, for they all tend to increase vulnerability to criticism and attack. On the other hand, they have their obvious benefits. Whether an administrator wishes to submit to such problems and circumstances will depend to a large extent on his or her personal persuasion about such matters, as well as the perceived short and long term benefits likely to come from the program in question.

Some Negative Consequences Of The
Program For The Broader Education
Community, That Is, Teachers Generally,
The State Department Of Education,
The Oregon Education Association

While consequences of a new teacher preparation program in a college may seem unlikely to have much impact on the broader educational community,

the temper of the times generally, and the circumstances in Oregon specifically, increase the likelihood that the program will have consequences that are felt throughout the educational community. Depending on philosophical and intellectual persuasion, some members of the education community will find these consequences positive and others will find them negative. For those of the latter persuasion the negative consequences are likely to be:

- . the demonstrated ability to assess the competence of teachers, on at least a short term basis, that is generally accepted by persons in the profession as valid and reliable evidence of competence;
- . the requirement that teacher associations deal in their bargaining activities with the matter of competence, once competence is able to be assessed; and
- . the threat to established teachers in the field of teachers entering the profession who may be better prepared to handle the demands of today's schooling than themselves.

Others, of course, may view these same consequences as being positive, but however they are viewed they represent a source of impact on the broader educational community that can not be ignored.

Some Negative Consequences Of The
Program For The Broader Teacher Education
Community, That Is, To OCE As A Whole, To
Other Teacher Preparation Institutions In
The State, And To The Teacher Standards
And Practices Commission

One would assume that implementing a teacher preparation program that constitutes in effect a test and demonstration of the kind of program a state is committed to develop would have only positive consequences. This is not necessarily the case. Depending again on one's persuasion, a number of negative consequences emerge from a program of the kind being implemented at OCE so far as the broader teacher education community in the state is concerned. These include:

- . the teacher certification agency having to extend its thinking about competency based preparation and certification for preservice programs to programs leading to advanced levels of certification;
- . the teacher education community as a whole having to face squarely the kind of research and follow-up studies needed to test and improve the effectiveness of teacher preparation programs; and
- . the pressure on other teacher preparation programs offered at OCE and other institutions in the state to move to the same level of sophistication with respect to competency definition and assessment as now practiced in the elementary program at OCE.

Additional Considerations

While cost/benefit considerations and the negative consequences just reviewed must weigh heavily in the decision to maintain or modify the elementary program at OCE in its present form, a number of factors that are essentially beyond the control of OCE must also be taken into account. Two such factors are (a) the ability of OCE, Teaching Research and the school districts cooperating in the program to provide the resources needed to implement the program, and (b) the demand by accrediting agencies, the State System of Higher Education or the citizens of the state as a whole for such a program.

The Matter Of Resources

The largest share of the resources needed to operate the program must come through OCE, but like all state supported institutions the College does not control the amount of funds it receives nor have complete freedom in allocating funds to programs once they have been received. Funds come to the Institution through a formula that is tied to the number of students served. Within this basic allocation the College is to distribute

funds as it sees fit, but since each department is able to marshal good arguments for additional funds for most programs offered there are limits to the variability that can be provided in funding for particular programs. Whether the college can consciously and openly fund the elementary program at a level that exceeds other preparation programs, if a higher level of funding is indeed required, is a college level decision that has yet to be made.

Beyond the resources that come to the program through the College is the whole question of the resources that come to it through the schools. How long will schools or local bargaining agencies permit teachers to function as school supervisors in the program as they do now? Clearly, the emphasis on the demonstration and assessment of competence in ongoing school settings can be managed only with the extensive cooperation and assistance of schools and school personnel, yet there is no assurance that cooperation and assistance can or will be continued. (The extent of the program's dependence on public school assistance is made clear by the cost data reported in Table 21, p 137: schools contribute an average of \$542 per student compared to \$1,127 per student from the college.)

Without the continued cooperation and contribution of the schools, the elementary program as it is now structured could not exist.

Because of this dependence on the schools the question of whether the program should continue or not continue as it is presently structured is not a decision wholly for OCE to make. If for some reason participating schools should decide to terminate or cut back their support for the program, or to require the college to reimburse or compensate fully for time contributed, the program would have to be modified. While there is no evidence that this is likely to happen in the near future, it is an

issue that already has been discussed by local bargaining agencies and school boards. Whether the present level of support continues will in all likelihood depend on the benefits that schools and teachers see coming directly to them from the program, on both a short and long term basis.

Another financial consideration that enters the decision to maintain or modify the program in its present form is the support provided the program by the Teaching Research Division. While this support is in no way comparable to that provided by the public schools (a total of only \$150 or so per student is allocated to the research, development and documentation-dissemination function in the program, and Teaching Research contributes only a portion of these funds directly), it has carried the major responsibility for these various functions so far and it is likely that if they are to be continued it will be largely through the efforts of the Division.

To what extent are these efforts likely to be continued? Unfortunately, no firm answer can be given. Part of this uncertainty comes from the fact that majority of the Division's funds come through outside grants and contracts, and it is becoming increasingly difficult to obtain funds to support research and development activities that relate to preservice teacher preparation programs. It is hoped that the richness of the program as a context for research will help attract such funds, but given the uncertain future of the National Institute of Education and the general "belt tightening" of private foundations, it is not possible to be too optimistic about continued funding.

If outside funds for the research, development and documentation-dissemination functions can not be obtained, it is possible that these

functions could be maintained at some level through the judicious use of state funds. Some of the monies received from the state by Teaching Research have been and probably can continue to be used for these purposes; OCE might be able to reallocate some of its funds to support these functions; and if a strong enough case can be made for their benefit to the state as a whole, it is possible that additional funds might be made available to either OCE or Teaching Research for the pursuit of these functions as part of regular program operation.

Whatever the eventual outcome, the research, development and documentation-dissemination functions that have up to now been an integral part of the program are probably outside the realm of OCE control in much the same way as those aspects of the program that depend on school cooperation and support are beyond control. There is every reason to believe that these functions will continue in one form or another, for the development of the program is far from complete, and many of the long term benefits which are anticipated will stem from the program of research and documentation-dissemination. Precisely how these functions will be continued is unknown, but it is clear their elimination would represent a kind of false economy that the profession of education and teacher education can not at this point in time well afford.

The Matter Of Demand

A totally different kind of consideration, but one that must be given careful attention, is the pressure from outside sources for OCE to maintain the elementary program in its present form. The program has been designed, for example, as a test and demonstration of the kind of program called for in the new "Process Standards" for education personnel development programs in Oregon. It also reflects the characteristics

called for by national accrediting agencies for colleges of teacher education, and increasingly by the Oregon State System of Higher Education. To what extent can the college ignore pressures of this kind when deciding to continue or modify the program?

These are only a few of the outside pressures with which the college must deal in reaching a decision to continue or modify the elementary program as it now stands, but they are illustrative of the wide range of factors that must be considered by any publically supported college in reaching a decision about program maintenance or modification. It is unclear how such factors should be weighed into the decision making process, but the fact that they must be considered is evident.

Putting It All Together: Should The Program Be Continued?

To the reader who has followed the thrust of the last fifty or so pages it is clear by this time that there is not a simple, straightforward answer to this question. For OCE alone, for which the new program costs are only slightly more than the previous program (a per-student cost of \$1,071 compared to \$1,009 -- see Table 18, p128), the benefits would seem to far outweigh the costs. This is the case even if only short term benefits are considered. When expected long term benefits are added, it is almost as if OCE has no viable option but to continue the program.

This ignores, of course, the negative consequences that accrue from the program, especially for faculty. If some of these consequences are not reduced in their intensity (for example, the burden of extra work), or if some of the potential dangers in the program are found to be too great (for example, too little instructional time directed to knowledge and skill mastery), faculty members probably will move to modify the program themselves.

An equally legitimate question, and in some respects an even more realistic one, is whether the program as it is presently structured can be afforded. Can the college continue to depend on the financial support of the public schools needed to carry out the program? How long will the Teaching Research Division be able to provide or obtain the funds needed to continue the research, development and documentation-dissemination functions? The answers to such questions, of course, will depend on many factors, only some of which can be foreseen at the present time. The deciding factor, of course, will be the benefits received. So long as the faculty, the teachers and administrators of cooperating schools, and the personnel within the Teaching Research Division see clear and worthwhile benefits from their participation, the program is likely to continue. If benefits are not viewed as being sufficient, or if for some unanticipated reason participation simply can not be continued, it is rather obvious that the program will not be maintained in its present form.

Still another question is whether the college has any option but to continue the program in something resembling its present form. The thrust of standards for the approval of teacher education programs in the state and the nation are in keeping with characteristics of the program; the emphasis in the program on measureable outcomes and cost-benefit analyses is consistent with developments underway within the Oregon State System of Higher Education; and the demand on the part of the public generally for "accountability" in education and teacher education forces such a question to arise. This is not to imply that the college could not make the decision to modify or discontinue the program if it wished, for obviously it could. It is meant to point up the fact, however, that

decisions made by a college about a program are influenced by factors outside the college.

It is probably clear by now that cost-benefit analysis in the arena of education is not a straightforward weighing of program costs against program benefits. The human costs of programs must also be considered. So, too, must conditions be considered that are essentially beyond the control of a particular institution, or a set of institutions. This analysis has revealed some of these additional factors, and has attempted to show how they can and must be considered in addition to cost and benefit information in making systematic decisions about educational programs.

APPENDIX F:

SUMMARY OF 1975-76 FOLLOW-UP DATA ON FIRST YEAR
TEACHERS WHO ARE GRADUATES OF THE OCE
ELEMENTARY TEACHER PREPARATION PROGRAM

H.D. Schalock
J.H. Garrison
G.R. Girod

August, 1976

This report copy is incomplete. The appendices referred to in this report are not attached. Because there approximately 200 pages of appended items cost factors demanded that the majority of the report copies not include the appendices.

If The reader wishes to examine those appendices complete sets are available from Dr. H. Del Schalock, the Teaching Research Division, Monmouth, Oregon.

TABLE OF CONTENTS

	Page
APPENDICES	ii
FOREWORD	iii
ACKNOWLEDGEMENTS	iv
INTRODUCTION AND OVERVIEW	1
The Sample Of Graduates Studied, 1975-76	2
Procedures	4
An Outline Of Data Collected	7
The Organization Of The Report	10
PART I. A PORTRAIT OF OCE GRADUATES AS FIRST YEAR ELEMENTARY TEACHERS	12
Instructional Competence, Leadership And Status In Relation To Other Teachers In The Building	12
Competence In The Performance Of Designated Teaching Functions	30
Competence In Achieving Content And Attitudinal Outcomes In Pupils	63
Interpersonal Competence In Relation To Other Teachers In The Building	67
Competence In The Performance Of Designated Interpersonal Functions	71
Attitudes, Plans And Interpretive Comments	75
Characteristics Of The Contexts In Which The Sample Of OCE Graduates Were Teaching	78
PART II. THE PERCEIVED CONTRIBUTION OF THE OCE ELEMENTARY PREPARATION PROGRAM TO THE GRADUATES' PRESENT LEVEL OF COMPETENCE	83
Perceived Contribution Of The Program To Competence In Performing Designated Instructional Functions, Interpersonal Functions, And Related Professional Responsibilities	84
PART III. PERCEIVED STRENGTHS AND WEAKNESSES IN THE OCE ELEMENTARY PREPARATION PROGRAM, AND RECOMMENDATIONS FOR ITS IMPROVEMENT	85
Perceived Strengths Of The Program	86
Perceived Weaknesses Of The Program	87
The Extent To Which Selected Courses Were Helpful In Mastering Content To Be Taught	88
The Extent To Which Selected Courses Were Helpful In Mastering Teaching Strategies And Skills	89
Recommendations For Program Improvement	90
CONCLUSIONS AND IMPLICATIONS	92
REFERENCES	96

APPENDICES

- A. Procedures Followed In Contacting OCE Graduates And Their Principals In The On-Site Follow-Up Study
- B. Procedures Followed In Contacting OCE Graduates And Their Principals In The Mail-Telephone Follow-Up Study
- C. An Interview Guide: A General View Of The Competence And Leadership Ability Of The OCE Graduate
- D. Judgments By The OCE Graduate's Principal As To The Instructional Competence, Leadership And Status Positions Held By The Graduate Compared To Other Teachers In The Building
- E. Forms Used By The OCE Observer In Assessing Designated Teaching Competencies On The Part Of The OCE Graduate
- F. Forms Used By The OCE Graduate In Making Their Own Assessment Of Designated Teaching Competencies
- G. Forms Used By The Principal In Assessing Teaching Competencies On The Part Of The OCE Graduate
- H. The Form Used To Assess The Complexity/Difficulty Of The OCE Graduate's Classroom As A Context In Which To Teach
- I. Interrater Profiles For Each Graduate Included In The On-Site Follow-Up Study
- J. The Complexity/Difficulty Of The Classrooms Observed As Contexts In Which To Teach
- K. Agreement On Ratings In Attaining Pupil Outcomes

FOREWORD

This is the second report of follow-up data on graduates of the elementary teacher preparation program at OCE that is based on the on-site observation. The first report (Garrison and Girod, 1975) summarized the results of a pilot study aimed at testing alternative methodologies for conducting follow-up studies at OCE. The present report summarizes data coming from a follow-up study of twenty-two graduates using the methodology tested in the previous study that employs on-site observation by a faculty member from OCE.

The report summarizes three major sets of data obtained through the follow-up study. These are (a) data that describe the performance of OCE graduates as first year teachers, as viewed by the OCE observer, the graduate and the graduate's principal; (b) data that describe the graduates' perception of the contribution of the OCE preparation program to their present level of competence as teachers; and (c) data from the OCE graduates and their principals on the perceived strengths and weaknesses of the elementary preparation program at OCE, and how that program might be strengthened. Separate reports are being prepared on (d) factors that relate to performance of the OCE graduates as first year teachers (one of a series of research studies dealing with the ability to predict or account for competence in teaching); (e) a replication of the study conducted in 1975-76 that compared the data obtained through a follow-up methodology that makes use of an on-site observer vs. a methodology that uses only mail and telephone contacts; and (f) an analysis of the costs and benefits associated with these two approaches to collecting follow-up data on graduates of teacher preparation programs. These reports are expected to be completed by January 1, 1977, so that decisions about the design of follow-up studies for the coming year can take their findings into account.

The results of the cost-benefits analysis of the two follow-up methodologies tested during the 1974-75 and 1975-76 academic years are particularly important in this regard. The college is committed to the importance of follow-up information for purposes of program design and improvement, but it holds as an open question the best way to obtain such information. It also holds as an open question the depth and extensiveness that such information needs to take. While the data reported in the present volume have been found to be unusually informative and usable in a number of ways, it is too soon to tell whether these data justify costs involved in their collection. This decision awaits the completion of the cost-benefits analysis.

Bert Y. Kersh
Dean of Faculty, OCE
October, 1976

ACKNOWLEDGEMENTS

The authors and Oregon College of Education ow a great debt to the graduates and their principals who participated in this study. Those people spent hours of their time filling out forms, gathering data, and talking to our faculty. We can only repay those people with affection.

Four Elementary Division faculty also deserve thanks for their efforts in the study. Mrs. Pat Gallagher, Mr. Vic Lund, Dr. Norm Koch and Dr. Charles Gengler expended a great deal of time and effort in interviewing our graduates, building principals, other teachers and pupils. Those four faculty members did an excellent job.

The preparation of the data and the design and construction of the tables and graphs in this report was ably managed by Cynthia Yee and Jan Stiger. The structure those two ladies provided to this report is greater than the reader will ever realize.

Finally, we express our appreciation to Mrs. Pat Schroeder and Miss Cindy Bynum for struggling through several very messy drafts as they typed this study. Those two ladies demonstrated more skill than anyone else involved in this study.

H.D.S.
J.H.G.
G.R.G.

INTRODUCTION AND OVERVIEW

During Spring term, 1974, OCE implemented on a pilot basis an in-depth follow-up study of graduates of its competency based elementary teacher preparation program. The study grew out of a national conference held at OCE on the design of follow-up studies for graduates of teacher preparation programs (Schalock and Kersh, 1976). The 1974 study was designed primarily as a test of alternative methodologies for follow-up that varied in cost and richness of data collected. The information obtained through the pilot effort was, however, sufficiently complete that it was summarized from the point of view of program improvement as well as methodology and design decisions. A summary of the results obtained from the 1974-75 pilot study, and a description of the methodologies tested, has been prepared by Garrison and Girod (1975).

Three methodologies were tested in the 1974-75 study: a mail-telephone-observation and interview methodology; a mail-telephone methodology; and a mail only methodology. The latter two methodologies differed only in their approaches to gaining the cooperation of the participants in the study (OCE graduates and their principals). The methodology employing on-site observation and interviews resembled the mail-telephone methodology so far as gaining participant involvement was concerned, but supplemented the other two methodologies with observational and interview data made possible by an OCE faculty member visiting each graduate's school for one full day. This permitted several observations to be made of the graduate teaching during the day, interviews with the graduate and the graduate's principal, and informal discussions with colleagues and pupils.

Because the sample of graduates contacted in the pilot study was small and nonrandom, and because returns were poor from the mail-telephone and the mail only methodologies, it was not possible to reach firm conclusions as to the costs and benefits associated with the three methodologies. A number of problems also were discovered in all three methodologies as they had been developed to that point. As a consequence the decision was made to test the two most promising of the methodologies another year. These were the on-site and the mail-telephone methodologies, as refined on the basis of their use in the 1974-75 pilot study. The results of this second study are the subject of this report.

The Sample Of Graduates Studied, 1975-76

The On-Site Study

A stratified-random sample of twenty-four graduates of the elementary program serving as first year teachers in schools that fell within a radius of fifty miles of the OCE campus was contacted for study through the on-site methodology. The sample was stratified on the basis of teaching assignment (primary-intermediate) and school setting (rural-urban). The initial sample for the on-site study is illustrated in Figure 1.

	Primary	Intermediate
Rural	6	6
Urban	6	6

Figure 1. The sample design for the on-site study of first year teachers who were graduates of the OCE elementary teacher preparation program.

Five graduates declined to take part in the study; four of these five were replaced, though one of the replacements at the last minute decided not to complete the study. The final sample that participated in the on-site study is shown in Figure 2.

	Primary	Intermediate
Rural	6	6
Urban	5	5

Figure 2. The final sample of first year elementary teachers studied through the on-site methodology.

The Mail-Telephone Study

Of the remaining pool of graduates from the OCE elementary program serving as first year teachers thirty were selected for follow-up through the mail-telephone methodology. Twenty-four of the thirty were selected on a stratified-random sample basis identical to that followed in the on-site methodology, though they were not limited to the fifty mile radius imposed on the sample drawn for the on-site study. All, however, were teaching within Oregon. Six additional graduates were included in the mail-telephone sample that were teaching outside of Oregon. This portion of the sample was not stratified in terms of teaching assignment or school setting. The sample of graduates contacted initially for participation in the mail-telephone study is shown in Figure 3.

	In-State		Out-Of-State
	Primary	Intermediate	
Rural	6	6	6
Urban	6	6	

Figure 3. The sample design for the mail-telephone study of first year teachers who were graduates of the OCE elementary teacher preparation program.

Six of the thirty graduates initially contacted declined to take part in the study. Five replacements were added, but only thirteen of the twenty-nine graduates who said they would participate in the study provided complete data. The final sample of graduates taking part in the mail-telephone methodology is shown in Figure 4.

	In-State		Out-of-State
	Primary	Intermediate	
Rural	4	5	1 (data received from the graduate only)
Urban	2	2	

Figure 4. The final sample of first year elementary teachers studied through the mail-telephone methodology.

Procedures

The procedures followed in contacting the graduates to be studied under the conditions of the two methodologies varied in several important ways. They also varied, of course, on the major dimension that differentiated them, namely the collection of observation and interview data by an OCE faculty member serving as an on-site observer. The procedures followed in both methodologies are summarized in the paragraphs that follow.

The On-Site Study

Initial contact was made with graduates in the on-site study through their principals. The Director of Field Services at the College called personally the principal of each graduate to see whether he would be willing to have the OCE graduate participate. If a principal agreed, he was told that a letter would be forthcoming to both the principal and the graduate explaining the study in greater detail, and that after having an

opportunity to read the letter and discuss the study with the graduate an OCE faculty member would call. At this time questions that either the graduate or the principal had about the study could be clarified, and if both were willing to participate details of the on-site visitation could be arranged. Before ending the initial telephone conversation a date and time was set with the principal for the OCE faculty member's call, making sure to allow sufficient time for the explanatory letters to arrive and be discussed before the follow-up call was made. Each of four faculty members within the Elementary Division at OCE was assigned randomly six of the twenty-four graduates to be visited through the on-site methodology, and it was the faculty member who was to visit that was to make the follow-up call.

The telephone call placed by the OCE faculty member was a conference call, involving both the principal and the OCE graduate. The letters sent to each had contained detailed information about the procedures to be followed within the study, the data to be provided by the graduate and the principal, the observations and interviews to be made by the OCE observer, etc., and so the primary task of the OCE faculty member during the call was to answer questions the graduate or the principal had about the study. When all questions were answered the question was asked again whether both the graduate and the principal would be willing to take part in the study. If the answer was YES, a date set for the on-site visit. If the answer was NO, the faculty member made an effort to determine the reason for lack of participation, appropriately thanked the graduate and his principal for their time, and let it go at that.

If more than a month separated the initial call by the OCE faculty member and the on-site visitation a follow-up call was made to confirm

the visitation date, and to determine progress in preparing information that was to be completed by the graduate and graduate's principal by the time the OCE observer arrived on-site. The guides governing the various telephone calls to the OCE graduates and their principals, the letters sent to both the graduates and their principals, and the directions they received with respect to the data sets to be collected are contained in Appendix A. The specific data forms and data collection procedures used in the on-site study are described in subsequent sections of the report.

The Mail-Telephone Study

The procedures followed in contacting graduates and their principals about participating in the mail-telephone study eliminated the initial telephone contact between the OCE Field Service Office and the principal in the on-site methodology. As contradictory as it may sound, instead of having a telephone call as the opening point of contact in the mail-telephone methodology, the initial contact came through letters sent from the Director of Field Services simultaneously to the graduate and his principal. The letters contained essentially the same information as those sent as a part of the on-site study, though obviously simplified by not having to include reference to the on-site visitation. Included in the graduate's letter was a request for the graduate to return to OCE a self-addressed, stamped post card after he and his principal had an opportunity to discuss the study, indicating whether they would or would not be willing to take part in it. If they wished to take part, they were also to indicate on the post card when an OCE faculty member should call to discuss the study further, and answer any questions the graduate or the graduate's principal might have about it. Each of the four faculty members responsible

for on-site visitations was responsible for contacting a fourth of the graduates to be studied through the mail-telephone methodology. Students were assigned to OCE faculty members for this purpose randomly.

For those graduates and principals who wished to take part in the study an OCE faculty member made the follow-up telephone call at the date and time indicated on the post card. This was the only person-to-person contact with either the graduate or the graduate's principal by a member of the OCE faculty in the mail-telephone study, for both the graduate and his principal were asked to forward completed data forms to the College as soon as they had been prepared. If a graduate indicated on the return card that he was not interested in participating in the study a replacement was added in the same manner as they were added in the on-site study.

The guides governing the various telephone calls to the OCE graduates and their principals, the letters sent to both the graduates and their principals, and the directions they received with respect to the data sets to be collected in the study are contained in Appendix B. The specific data forms and data collection procedures used in the mail-telephone study are described in subsequent sections of this report.

An Outline of Data Collected

As designed seven major data sets were to be collected in both the on-site and the mail-telephone studies:

- A judgment by the principal of the instructional competence, the interpersonal competence, and the leadership/status positions held by the OCE graduate in relation to other teachers in the school in which the graduate was teaching;

- A judgment by the graduate, the graduate's principal, and the OCE observer (for on-site) as to the graduate's competence in the performance of particular teaching functions, including the achievement of a variety of content and attitudinal outcomes in children.
- A description by the graduate of the major pupil outcomes pursued over a two or three month period of time, and evidence of their achievement;
- A judgment by the graduate, the graduate's principal and the OCE observer (for on-site) as to the difficulty of the graduate's school setting as a context in which to teach;
- A judgment by the graduate and the graduate's principal as to the graduate's attitudes toward teaching and being a teacher;
- A judgment by the graduate as to the contribution of the OCE elementary program to the level of competence he currently possesses as a first year teacher; and
- The perception of both the graduate and the graduate's principal of the weakness in the current elementary program at OCE, and recommendations for its improvement.

Two additional data sets were to be collected in the on-site study by the OCE observer:

- A judgment from the graduate as to the "typicality" of the teaching setting during the time of the OCE faculty member's observation; and
- Interpretive comments about the graduate's performance as a teacher by the OCE observer on the basis of casual observations or discussions with students and/or colleagues during the course of the on-site visitation.

The procedures and instruments used in obtaining these various data sets are detailed in Parts I, II and III of the report; a brief overview of the data sets collected through each methodology, however, is presented in Table I.

Table 1. A Summary Of The Primary Data Sets
Collected Through The Two Methodologies

DATA SET	NUMBER OF RESPONDENTS	
	ON-SET METHODOLOGY	MAIL-TELEPHONE METHODOLOGY
A judgment by the principal of the instructional competence, the interpersonal competence, and the leadership/status positions held by the OCE graduate in the school in which the graduate was teaching	22	12
Judgments as to competence in the performance of particular teaching functions, including the achievement of a variety of content and attitudinal outcomes in children		
-by the OCE Observer	22	NA
-by the Graduate's Principal	22	12
-by the OCE Graduate	22	12
A description of pupil outcomes pursued over a two or three month period of time, and evidence of their achievement	5	2
Judgments of the difficulty of the graduate's classroom as a context in which to teach		
-by the OCE Observer	12	NA
-by the Graduate's Principal	15	12
-by the OCE Graduate	22	12
Judgments about the attitudes of the graduate toward teaching and being a teacher		
-by the Graduate's Principal	22	11
-by the OCE Graduate	22	12
A judgment as to the contribution of the OCE elementary program to the level of competence currently possessed by the graduate as a first year teacher	22	12
Perceptions of weaknesses in the current OCE elementary teacher preparation program, and recommendations for its improvement		
-by the OCE Graduate	22	11
-by the OCE Graduate's Principal	22	11

On the basis of these returns the decision was made to analyze for purposes of program improvement only the data derived from the on-site study. Analyses dealing with specific pupil outcomes pursued by graduates, as well as their achievement, has had to be dropped from the study because of the small number of graduates that provided this information. A comparison of the data collected through the on-site and the mail-telephone methodologies is presented in a separate report, along with recommendations for the improvement of both methodologies. Attention also is given in this report to how both methodologies might be modified so as to increase the likelihood of attaining pupil outcome data in the future.

An exploration of factors related to competence, leadership and status in graduates of the OCE elementary program who are first year teachers is to be reported as a separate research study.

The Organization Of The Report

The report is organized into three major sections:

- I. A Portrait Of OCE Graduates As First Year Elementary Teachers;
- II. The Perceived Contribution Of The OCE Elementary Preparation Program To The Graduate's Present Level Of Competence; and
- III. Perceived Weaknesses in The OCE Elementary Preparation Program, And Recommendations For Its Improvement.

Part I contains all the data that describe the performance of graduates of the OCE elementary program as first year teachers. This obviously is the most critical section of the report from the point of view of knowing how well graduates of the program are doing. Parts II and III of the report contain information that bear more directly upon program

improvement, however, for they describe perceived program weaknesses and suggestions as to how they might be strengthened. In combination the various sections of the report are designed to provide OCE faculty and administrators the information they need to determine the general effectiveness of the elementary preparation program at the College, and to decide how that program might be strengthened.

The separate report on the two methodologies compared in the study focuses on the relative yield of the two methodologies, and how each might be improved.

As pointed out in the Foreword, however, these are not the only uses to which the follow-up data are to be put, nor the only ways in which they will be treated. In addition to program improvement and methodological considerations, the data collected through the on-site study provide the critical dependent measures in a long term study that is underway at the OCE-TR Center for Competency Based Education on the ability to predict teaching effectiveness (Girod and Schalock, 1974; Schalock and Girod, 1974; Schalock, 1975; Schalock, Kersh and Garrison, 1976; Schalock, et al, 1976). The data from both the on-site and mail-telephone studies also are central to an analysis of the costs and benefits associated with the follow-up of graduates of teacher preparation programs generally, but especially with respect to the two approaches to follow-up described in the present report (Schalock, Kersh, Garrison and Girod, 1976). All-in-all, the data collected in the 1975-76 follow-up study at OCE have multiple purposes, and the summaries reported in the present document represents only a few of them.

PART I. A PORTRAIT OF OCE GRADUATES AS FIRST YEAR ELEMENTARY TEACHERS

This section of the report contains all of the information collected on the sample of OCE elementary graduates studied through the on-site methodology. Data are organized and reported around various categories of competence, leadership and status, and the various school and teaching assignment differences reflected in the sample. Part I closes with an analysis of the attitudes held by the twenty-two teachers studied towards teaching and being a teacher, and the nature of the contexts in which they were teaching. The instruments used to collect the data being reported, and the confidence that can be placed in the data, are discussed with each data set described.

Instructional Competence, Leadership And Status In Relation to Other Teachers In The Building

The first data to be reported on the competence, leadership and status of the graduates studied were collected through a structured interview with the graduate's principal. These are the most general data collected in the study, but because they pertain to the relative performance of the first year graduate to other teachers in the school they are of high interest. Three items in the interview dealt with instructional competence, and three with leadership/status. All six items were modified from a questionnaire developed originally by Smith and Sandler (1974). The three items having to do with instructional competence were

- In your judgment is the OCE graduate one of the teachers in your building most able to impart subject matter and build intellectual skills of students?
- In your judgment is the OCE graduate one of the teachers in your building whose presentation shows most evidence of careful planning and preparation?

- In your judgment is the OCE graduate one of the teachers who most often uses original and relatively unique devices to aid instruction?

The three items dealing with leadership/status were

- In your judgment is the OCE graduate one of the teachers most influential in getting needed things done in your school?
- In your judgment is the OCE graduate one of the teachers having highest status in your school?
- In your judgment is the OCE graduate one of the teachers who would represent the greatest loss to your school if he or she were to leave?

In all cases the principal was to provide a YES, NO, or UNCERTAIN response to these questions. The interview guide through which these data were collected appears in Appendix C. A summary of the data appears as Appendix D.

While no evidence exists as to the reliability or validity of these assessments of competence and leadership/status by the principal, a number of factors suggest that confidence can be placed in them. Smith and Sandler (1974), for example, report high interrater agreements between principals when they rated similar items in questionnaire form. Another factor that lends credence to the data is the fact that the principal was asked to judge the competence and leadership/status of the first year teacher only in relation to other teachers in his or her building. It is reasonable to assume that this kind of judgment can be made with greater accuracy than judgments about teaching competence and leadership/status in teachers generally.

Perhaps the strongest argument that exists for viewing these data as trustworthy comes from the variability that appears within them. As evidenced in Appendix D, principals clearly saw different first year teachers as evidencing different degrees of competence and leadership/status within their schools, and they saw different kinds of instructional competence and different aspects of leadership/status reflected within

particular teachers. While the ability of a measure to discriminate is no assurance of its reliability or validity, it is an all essential characteristic of any measure.

Given the variety of evidence that seems to point to the trustworthiness of data collected through the interview with the principal, it is our view that the data reported in the paragraphs that follow can be treated with reasonable confidence.

Results

Because the data being dealt with in this section of the report are relatively simple, and because of the assumed relationship between competence and leadership/status, both sets of data will be described simultaneously. They are described first for the total sample, and then by differences in teaching assignment, school characteristics, and other dimensions of theoretical as well as practical interest.

PERCEIVED INSTRUCTIONAL COMPETENCE AND LEADERSHIP/STATUS WITHIN THE SAMPLE AS A WHOLE. Data on the instructional competence and leadership/status positions held by the twenty-two graduates studied within their respective schools are summarized in Table 2. According to these data

Table 2. Percent Of First Year Teachers In The Total Sample Judged By Their Principals To Be Among The Most Competent Instructors In Their Schools, And To Hold High Positions Of Leadership/Status

Instructional Competence				Leadership/Status			
<u>Item*</u>	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>Item</u>	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
a	55%	30%	15%	f	20%	75%	5%
b	70	25	5	g	20	65	15
c	45	40	15	h	35	50	15

*For a listing of the items, see pp 12 and 13.

principals saw nearly three quarters of the first year teachers as being among those in the building who planned and prepared for instruction most carefully, and over half of them as being among those most able to impart subject matter and build the intellectual skills of pupils. Thirty-five percent of the first year teachers were viewed by principals as being among the teachers in a building who would represent the greatest loss if he or she were to leave, but only twenty percent of the first year teachers were viewed as being among those most influential in getting things done in a school or having the highest status in a school. Principals clearly differentiated between first year teachers on such matters as teaching skill and leadership. Though the graduates studied were far from being leaders in all their schools some had assumed leadership even in their first year of teaching, and more than half were judged to be among the most competent teachers within their schools.

Taken at face value these data are both encouraging and surprising. On the encouraging side is the fact that at least half of the graduates studied are viewed as being among the more competent teachers in the buildings in which they are teaching, and nearly a quarter of them have assumed key leadership/status positions within their schools. This also is the surprising part, however, for it is generally assumed that first year teachers come to full time teaching as inexperienced professionals with a great deal to learn. It appears that graduates from the competency based elementary program at OCE do not slip into this stereotype.

The discrepancy between perceived competence and perceived leadership/status is encouraging in another way, for it adds to the confidence that can be placed in the data. Principals clearly discriminated between the two sets of items that make up the data reported. These data also are

intriguing, however, for they point clearly to less than a perfect relationship between competence and leadership/status in a school. Analyses reported later explore the nature of the relationship between these two variables more fully.

PERCEIVED INSTRUCTIONAL COMPETENCE AND LEADERSHIP/STATUS OF GRADUATES HOLDING PRIMARY-INTERMEDIATE TEACHING ASSIGNMENTS. Of the total sample studied eleven graduates held teaching assignments in the primary grades and eleven in the intermediate grades. A question of importance to OCE faculty and administrators is whether the elementary program prepares teachers equally well at these two levels of schooling. Accordingly, an analysis was made of the instructional competence and leadership/status of the OCE graduates by level of teaching assignment.

On the basis of the data presented in Figure 5 it appears that the preparatory program does an equally good job in developing competence as instructors at the primary and intermediate levels, but that leadership/status positions are awarded more often to OCE graduates holding intermediate level assignments. (39.4% of the graduates studied who were teaching in intermediate grades held high leadership/status positions, compared to 21.2% who were teaching in primary grades.) Individual item differences are summarized in Figure 6.

Since there is virtually no emphasis or direct instruction in assuming leadership positions in the Public Schools, the assumption is that the observed differences result either from the setting or from the characteristics of the graduates. At least two interpretations suggest themselves. The first would be that the specific time demands made by the primary classrooms cause those teachers to concentrate more heavily on planning and carrying out instruction. The data in Figure 6 would tend to suggest that this may be true. This would allow less time and less energy to be focused on building wide innovations or problems. The second interpretation stems from the

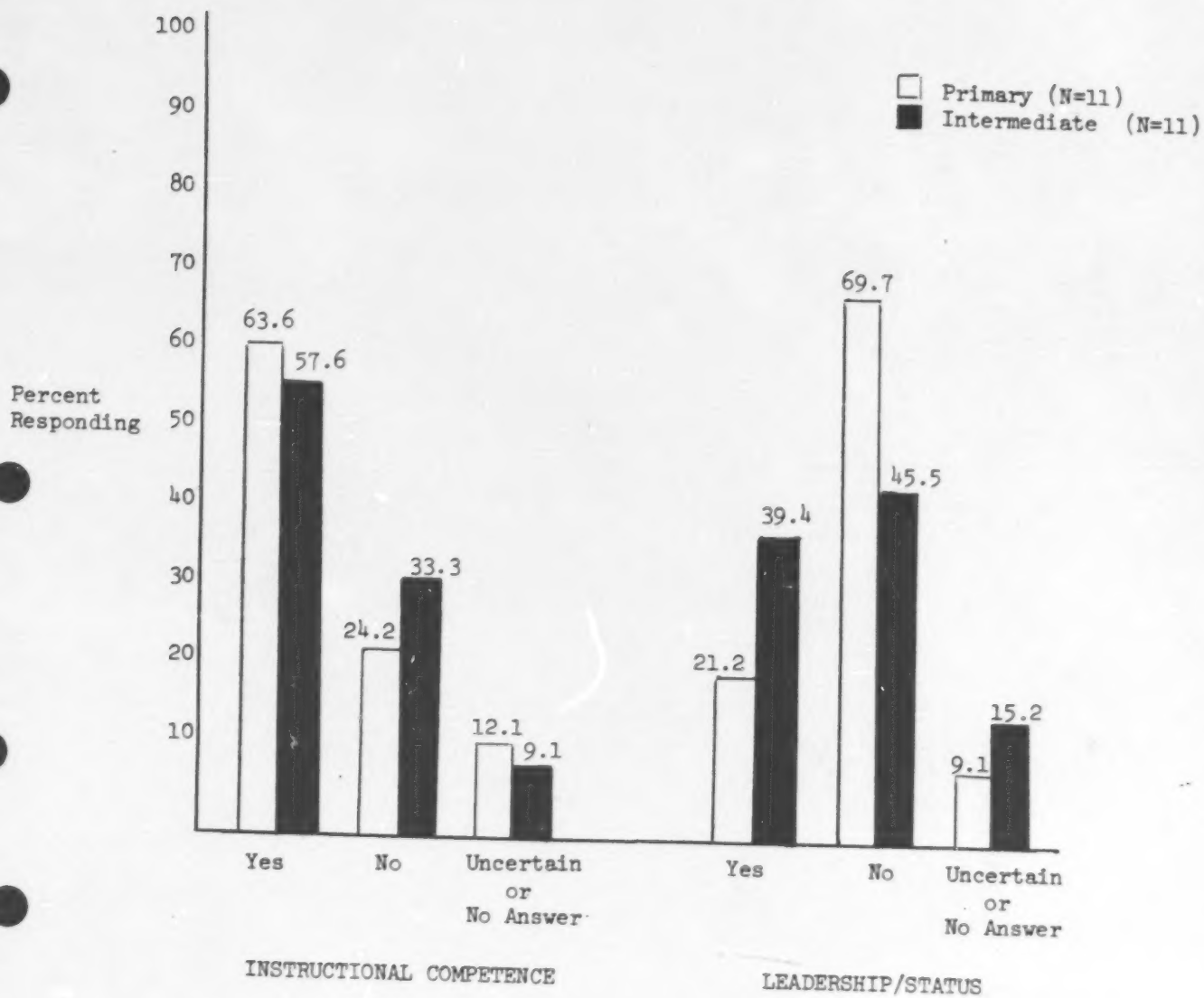


Figure 5. Perceived instructional competence and leadership/status positions of first year graduates holding primary-intermediate teaching assignments

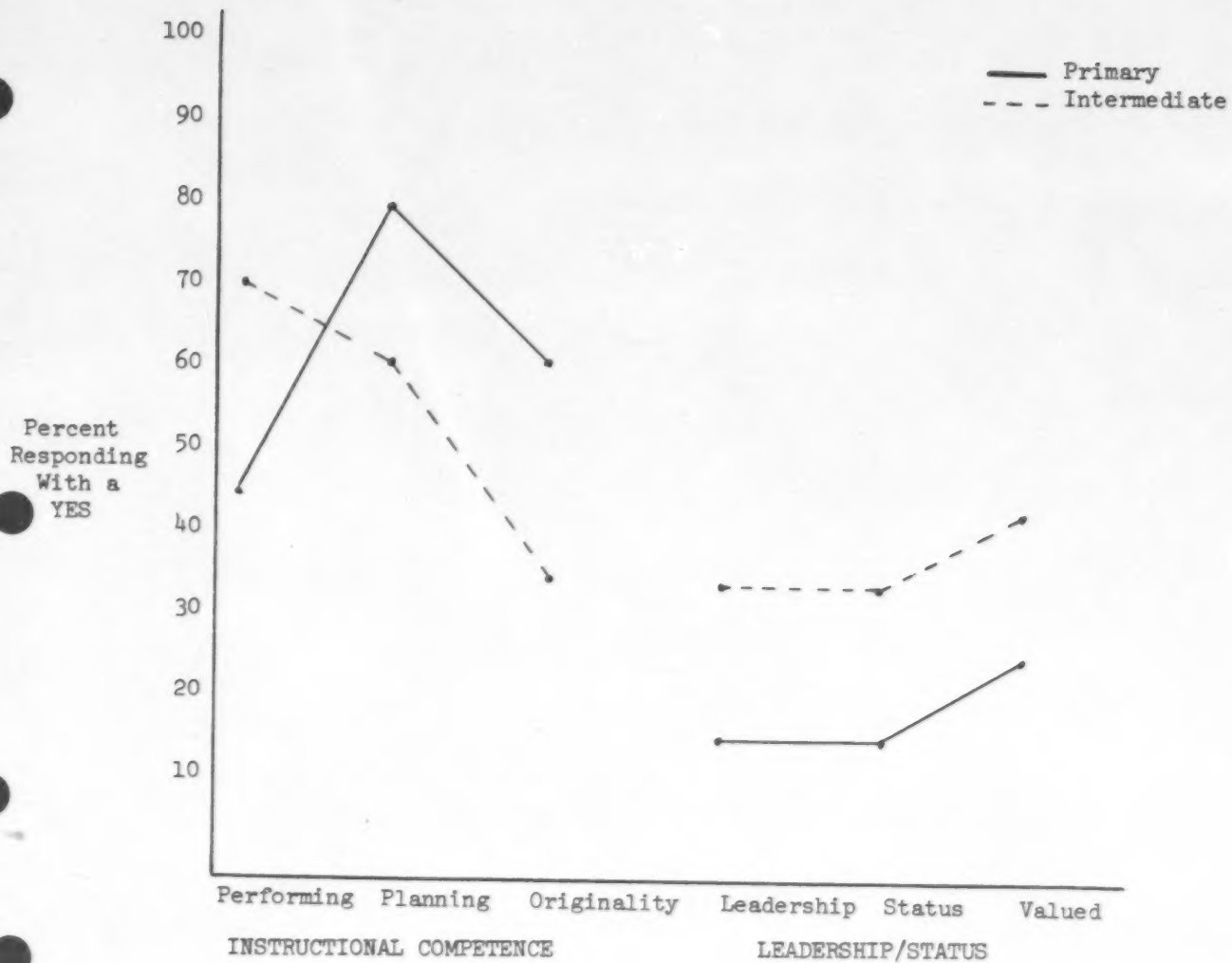


Figure 6. Item differences in the perceived instructional competence and leadership/status of first year graduates holding primary and intermediate teaching assignments.

assumption that some teachers choose to teach primary grades simply because they are more comfortable with smaller children and tend not to relate well to either older children or to adults. Without resorting to caricatures, it is observable that some shy college students function very effectively with children and not effectively with either peers or with other adults. Another differentiating characteristic could include the sex of the beginning teacher in that males more typically choose intermediate grades and may exert more leadership early in their career. If we are able to carry out a long range follow-up it will be interesting to observe whether the differences suggested by the data in Figure 6 are a function of the newness of the teachers on the job or whether it has a longer range implication.

PERCEIVED INSTRUCTIONAL COMPETENCE AND LEADERSHIP/STATUS FOR TEACHERS

WITHIN RURAL-URBAN SCHOOLS. Another variation in teaching context that is of interest to faculty and administrators at OCE is that of school setting. Does the elementary program prepare students to teach equally well in rural and urban schools? The on-site sample was stratified on the basis of this variable, and as a consequence it is possible to look at the competence and leadership/status positions held by first year teachers in rural and urban schools.* Figures 7 and 8 contain a summary of the competence and leadership/status data when organized according to school setting.

It will be seen from Figure 7 that the data ordered by school setting assumes essentially the same pattern as the data organized according to teaching assignment. Instructional competence did not vary appreciably within the two settings, but leadership/status positions were assumed by first year graduates nearly twice as frequently in urban schools. Somewhat different patterns appeared for individual items in the two data sets (see Figure 8), but the reversals that appear in the two data sets do not appear to be particularly noteworthy.

As in the case of the teaching assignment data, the school setting data are encouraging from the point of view of the elementary program preparing students to function in both rural and urban settings, but they are equally puzzling as to leadership/status positions assumed in these settings. Why should graduates of the program be perceived by their principals as more often assuming leadership/status positions in urban schools than rural schools?

*A rural school was defined for purposes of the on-site study as any school that was located 10 miles or farther away from one of the 10 "population centers" in Oregon; an urban school was defined as a school that was inside of, or within a 10 mile radius of, one of the population centers.

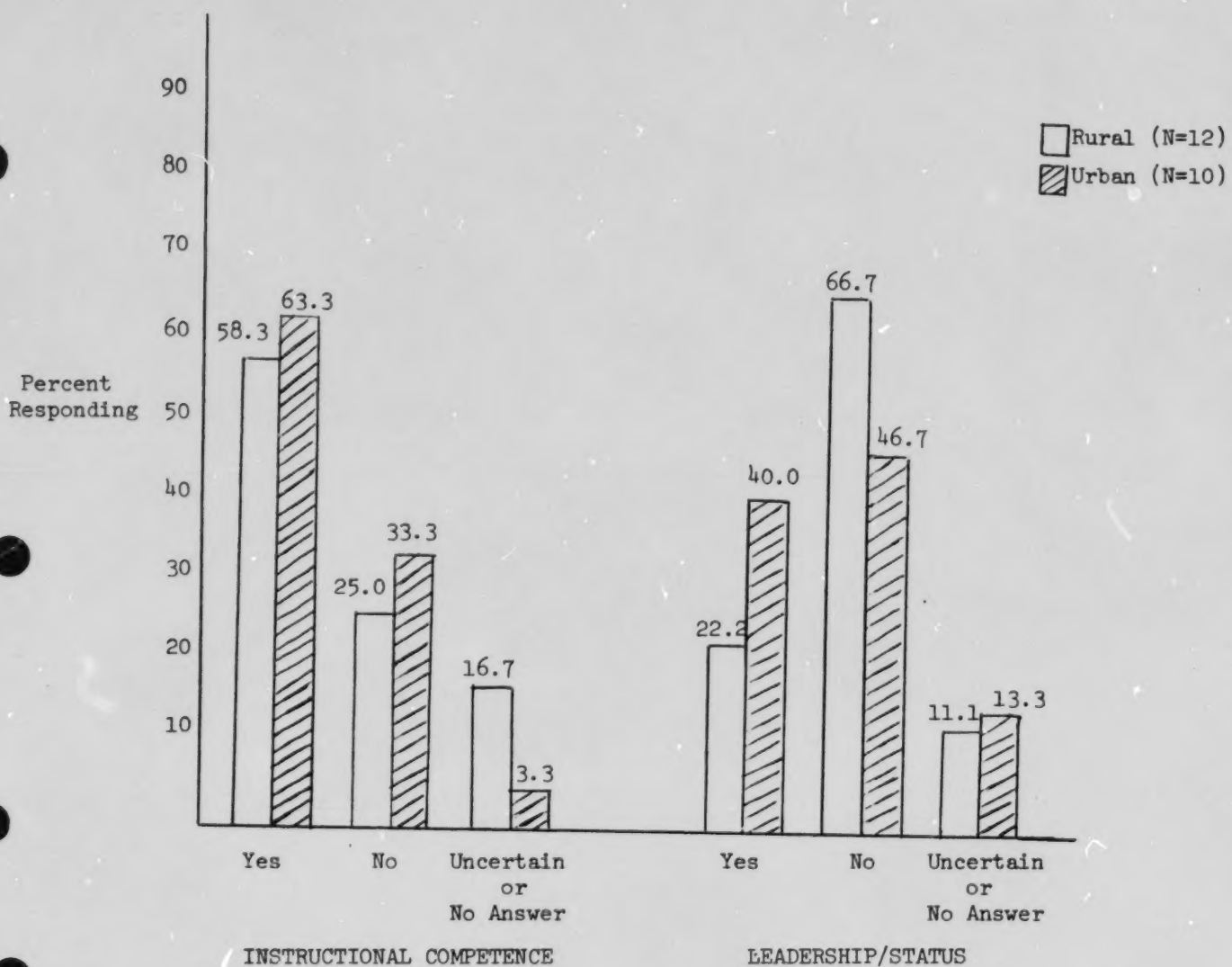


Figure 7. Perceived instructional competence and leadership/status positions of first year graduates teaching in rural and urban schools.

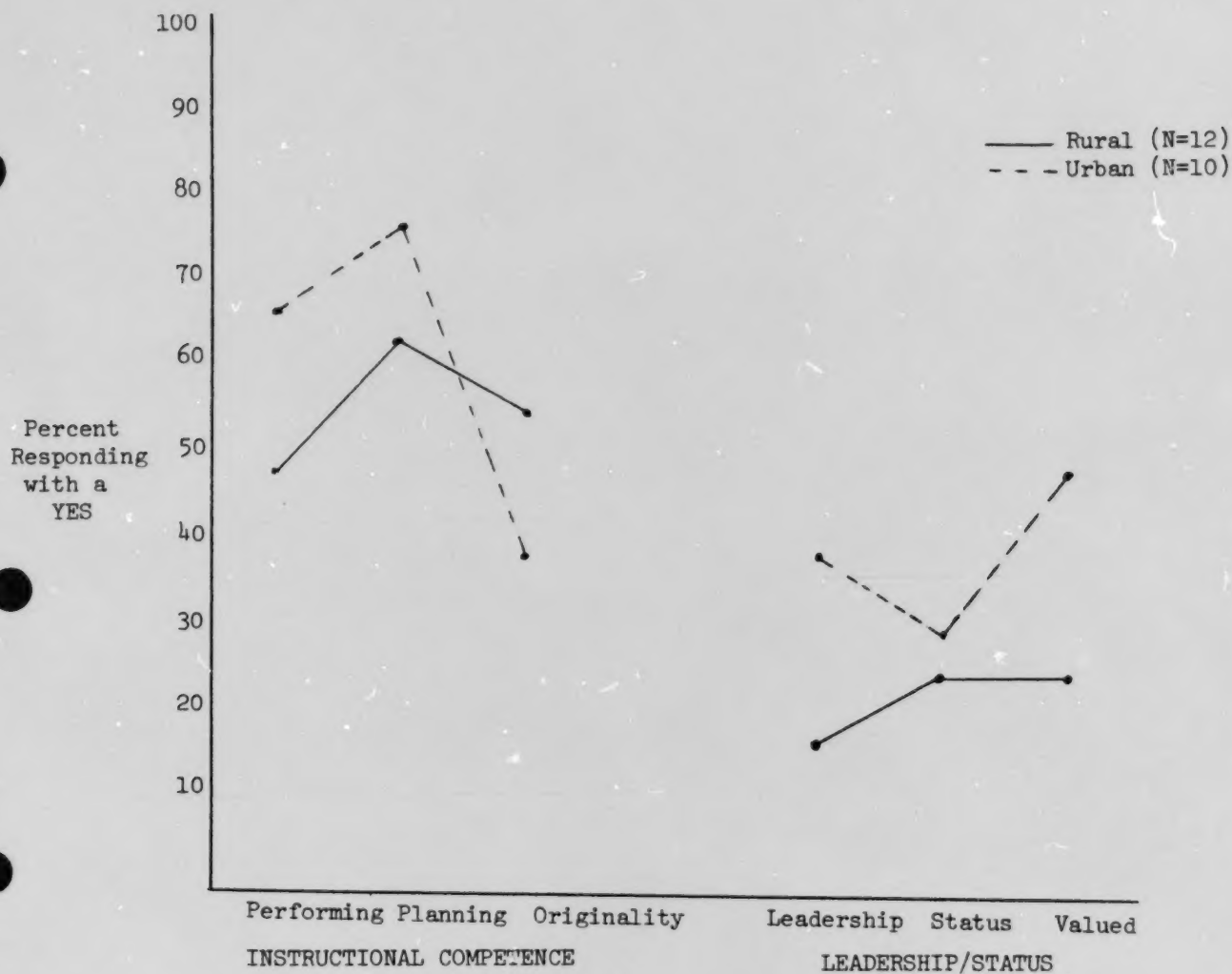


Figure 8. Item differences in the perceived instructional competence and leadership/status positions of first year graduates teaching in rural and urban settings.

It is possible that the hiring process enables the urban schools to select those beginning teachers who are effective in the interviewing process. This process would certainly include some emphasis upon the ability to interact well with peers and with authority figures. The students who are effective in interactive settings seem to prefer urban settings; the students more skilled at interacting with peers and authorities would be those selected by the urban schools. Conversely, students less skilled in this process might be more apt to be selected by the rural schools.

A second interpretation could stem from the different values or influences present in the setting. The urban schools tend to be less personal and would therefore allow a young person to emerge quite readily who was active within the school and skilled in carrying out the instructional program. The rural settings on the other hand would tend to include more emphasis upon acquaintance with the community at large and would therefore favor the teacher with more time in the community. Again, whether this differentiation persists over several years would be an interesting question to explore as a part of a longer range follow-up program.

PERCEIVED INSTRUCTIONAL COMPETENCE AND LEADERSHIP/STATUS FOR TEACHERS IN SMALL AND LARGE SCHOOLS. A source of variation that could account for some of the observed difference in leadership/status that emerged from the previous analysis is that of school size. The argument could be made that in small schools leadership/status positions are more likely to be assumed by first year teachers because they are more visible, and because there is a smaller number of teachers with which to compete.

In keeping with this line of reasoning the same data reviewed in the two previous analyses were ordered by school size. Schools were defined arbitrarily as large if they had an average daily attendance of 275 or more students. By this definition 11 schools in the sample met the definition of large and 9 small (2 schools in the sample reported no DAT figures and so were dropped from the analysis). The mean DAT of the large schools was 498; the mean DAT of the small schools was 219. The results of the analysis by school size are portayed in Figures 9 and 10.

Apparently size of school is the critical variable with respect to leadership/status, for it tends to emerge more readily in schools that are small. While the difference observed is not as great as might be anticipated, it is in line with predictions, and does help account for the apparent differences that appeared when the data were ordered by teaching assignment and school setting. This directional difference is reflected on two of the three items appearing in the leadership/status scale (see Figure 10).

From Figure 9 one also would conclude that principals tend to view first year teachers in small schools as being more competent instructionally than their counterparts in large schools, but when patterns of variation are analyzed by individual items (see Figure 10) it is clear that the

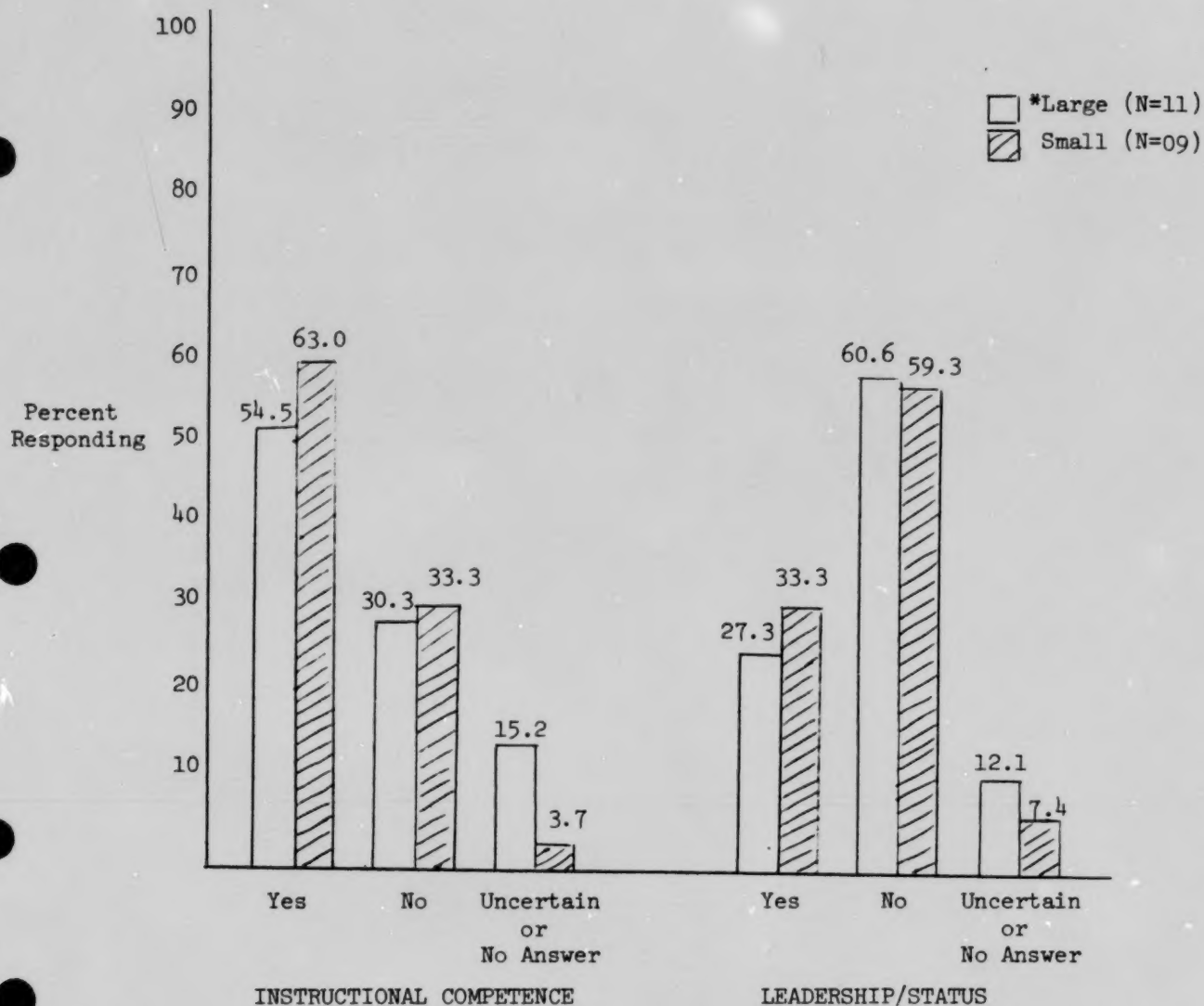


Figure 9. Perceived instructional competence and leadership/status positions of first year graduates teaching in small and large schools.

*A large elementary school was defined for purposes of this analysis as a school having 275 or more students reported in daily attendance records. Large schools in the sample ranged in DAT from 315 to 1080, with a mean of 498, small schools ranged from 138 to 274, with a mean of 219.

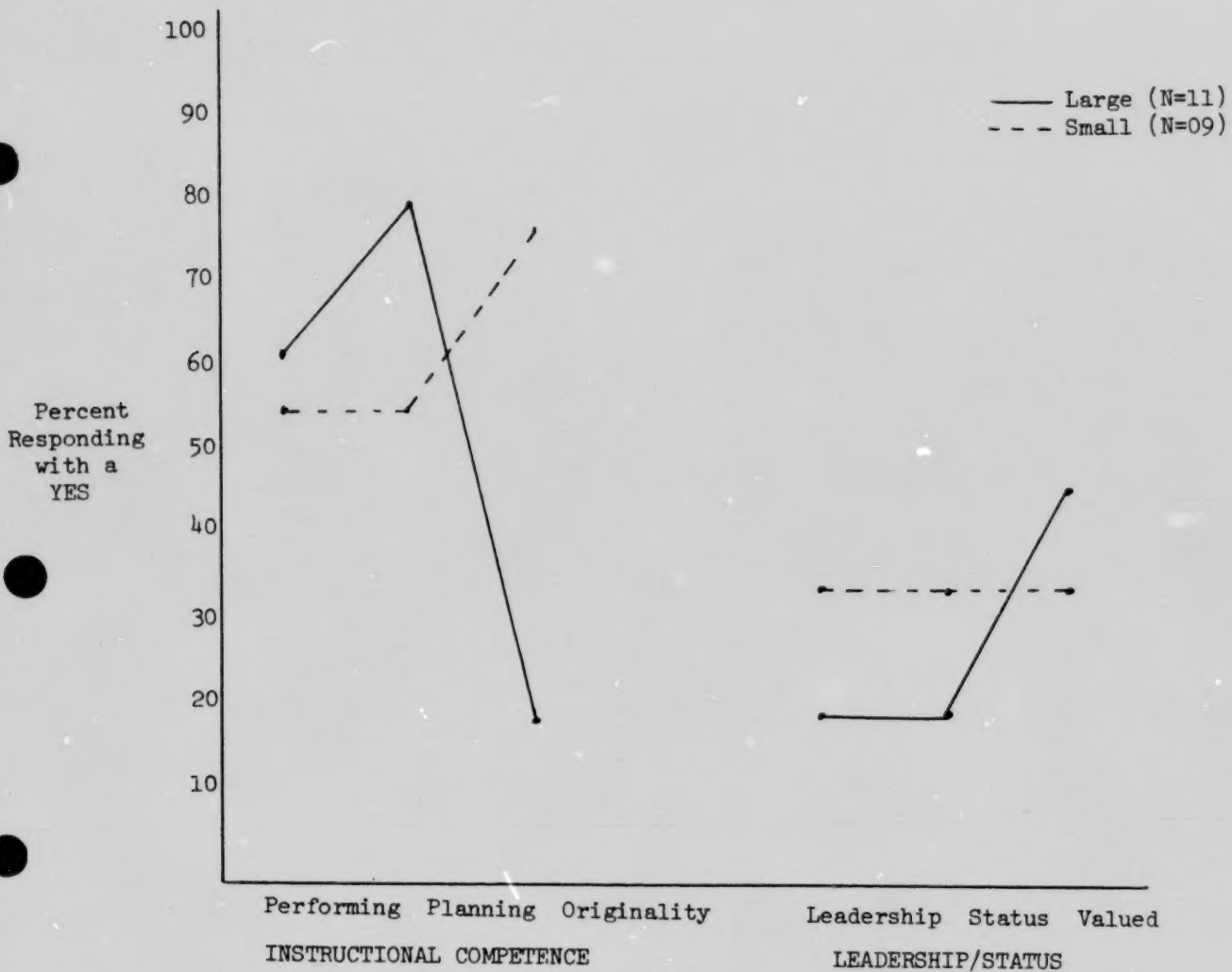


Figure 10. Item differences in the perceived instructional competence and leadership/status positions of first year graduates teaching in small and large schools.

apparent variation is not the case. Graduates teaching in small schools are perceived by their principals as being more competent than their large school counterparts only in the originality or uniqueness they bring to instruction. It seems likely that the higher degree of curricular organization which tends to be found in larger schools has persuaded those beginning teachers to accept the organization and attempt to fit into the defined pattern. On the other hand, those individuals in smaller schools were probably encouraged to do more personal or individualized planning and as a function of this received higher ratings in originality.

LEADERSHIP/STATUS VARIATIONS FOR THE FIVE OCE GRADUATES JUDGED MOST AND LEAST COMPETENT AS INSTRUCTORS. In an effort to understand more clearly the relationship between competence as a teacher and the leadership/status positions held within a school, the leadership/status positions of the five first-year teachers judged most competent and the five judged least competent were compared. If leadership/status is linked closely to competence one would expect first year teachers who are viewed as being unusually competent as instructors to reflect high leadership/status positions, and those judged not so competent as instructors to not reflect such positions. Table 3 contains a summary of the data so analyzed.

Table 3. Leadership/Status positions of the five graduates viewed by their principals as being among the most competent teachers in their schools, and the five viewed as being least competent

		Instructional Competence	
		HIGH	LOW
Leadership/Status	HIGH	3	0
	LOW	2	5

By-in-large the expected relationship between competence and leadership/status appear, but not in a one-to-one relationship. Two of the five graduates who were judged to be unusually competent as instructors held

low leadership/status positions in their schools though none who were judged to be weak as instructors held high leadership/status positions. Apparently, competence as an instructor is a necessary condition for leadership/status, but it is not a sufficient condition.

VARIATIONS IN INSTRUCTIONAL COMPETENCE FOR THE FIVE GRADUATES JUDGED HIGHEST AND LOWEST IN LEADERSHIP/STATUS POSITIONS IN THEIR SCHOOLS. One additional analysis was carried out in pursuit of the relationship between competence and leadership/status in the present sample of graduates studied. This was the reverse of the previous analysis, that is, an analysis of the instructional competence of first year teachers holding high and low leadership/status positions in their schools. If the relationship between instructional competence and leadership/status is not perfect when the data are ordered by competence, it may be when ordered by leadership/status positions.

Interestingly enough, a near perfect relationship does seem to hold when the data are ordered in this way (see Table 4). All graduates

Table 4. The Instructional Competence of Five First Year Teachers Viewed By Their Principals As Having Assumed A Position of Leadership/Status In Their Schools, And Five Who Have Not

		Leadership/Status	
		HIGH	LOW
Instructional Competence	HIGH	5	1
	LOW	0	4

who held high leadership/status positions also were judged to be unusually competent as instructors. Four of the five who held low leadership/status positions also were judged to be weak as instructors. By combining the data in Tables 3 and 4 it seems clear that first year teachers who assume

leadership/status positions in their schools are without exception competent as instructors, but that competent instructors do not necessarily gravitate to positions of leadership and status.

Summary And Conclusions

The principal of each of the OCE graduates included in the on-site follow-up study was interviewed with respect to the instructional competence of the graduate and the leadership/status position held with colleagues. Three structured interview questions were asked the principal in relation to instructional competence, and three were asked in relation to leadership/status. The principal provided a simple YES, NO, or UNCERTAIN answer to each of the six questions asked.

Using these data the general competence and leadership/status of the sample as a whole was analyzed. Analyses were then carried out on a variety of factors that might lead to differences in both competence and leadership/status positions held. On the basis of these analyses the following conclusions seem justified:

More than half of the graduates studied from the OCE elementary teacher preparation program were judged by their principals to be among the most competent teachers in their respective schools;

Approximately one-fourth of the graduates studied were judged by the principals to have assumed leadership/status positions within their respective schools;

Competence as an instructor does not seem to vary in the sample of teachers studied by primary-intermediate teaching assignment, by the rural-urban setting of a school or by size of school;

Leadership/status positions appear to vary by teaching assignment and school setting, but on the basis of subsequent analyses these differences are likely to be a function of school size rather than the two variables mentioned; and

First year teachers who assume positions of leadership/status in their respective schools are invariably judged to be one of the most competent teachers in their schools, but first year teachers who are judged to be unusually competent do not necessarily assume positions of leadership/status.

Implications For The OCE Elementary Teacher Preparation Program

The exceedingly high ratings of competence suggest that the direction of the OCE program and the curriculum used to carry them out is sound. The limitation is that the sample in the study included successful graduates of the program who were also successful in obtaining a position and also willing to participate in the follow-up program. The data does not give cues, but concerned faculty must also deal with the population who were successful in completing the program and unsuccessful in getting a position as well as the students who were unsuccessful in completing the program. In essence we seem to graduate an unusually competent group of students. It does not logically follow that the program is in all ways effective.

The curriculum presently includes no direct instruction in exerting leadership in the buildings. The data suggests that the important prerequisite to building leadership is effectiveness in classroom instruction. The "Cabbage Hollow" effort to be made this academic year will give us one experience in attempting to deal with the broader functions of teachers. Whether it will be successful and whether the faculty should be concerned about more direct instruction in staff relationships and leadership roles will be better answered at the end of this year.

Competence In The Performance Of Designated Teaching Functions

This is the central data set collected on teaching competence in the on-site follow-up study. It involved three separate sets of judgments as to the competence of the OCE graduate in performing 14 designated teaching functions.

With one exception, the competency assessment forms used by the graduate and the graduate's principal were simplified versions of the forms used by the OCE observer -- all of the competencies to be assessed were retained in the forms, but all indicators of competence were removed from them. The exception involved the ratings of competence provided by the OCE observer on the basis of pupil response to the graduate as a teacher. The OCE observer provided such ratings; the graduate and the graduate's principal did not. The assessment forms used by the OCE observer appear as Appendix E; those used by the OCE graduate appear as Appendix F; and those used by the graduate's principal as Appendix G.

As in the case of all measures of competence taken in the OCE elementary program, a measure of the difficulty of the teacher's classroom as a context in which to teach also was obtained. This is viewed as an essential accompaniment to any assessment of competence, for quality in the performance of teaching depends always upon the nature of the context in which teaching occurs. The same instrument used in the pre-service program at OCE for assessing difficulty of teaching context was used in the follow-up study (see Appendix H). Ratings were provided on this form by the OCE observer, the OCE graduate and the graduate's principal at the time competence was assessed.

As a point of departure in analyzing these various data a comparison of the three sets of ratings on competence will be made. There are two reasons for such a comparison. First, it will provide a basis for determining the confidence that can be placed in the ratings made (the greater the interrater agreement the greater the confidence). Second, if there is not agreement between the three sets of ratings it will help establish the ratings to be used for purposes of the substantive analysis. After reviewing the data for interrater agreement essentially the same analyses will be reported for this data set as reported in the previous section of the document.

Agreement Between The OCE Observer, The OCE Graduate And The Graduate's Principal In Their Ratings Of Competence In The Performance Of Designated Teaching Functions

Ideally the ratings provided by the OCE observer, the OCE graduate and the graduate's principal for the individual competencies assessed would be in total agreement, but given the nature of the different perspectives assumed by the three raters the attainment of such agreement is highly unlikely. The OCE observer had only two hours of observation on which to make his or her judgment, and these were based on a day of teaching which in all probability was atypical (though 18 or the 22 OCE graduates indicated that the day was not atypical in any noticeable way). The graduate's principal brought to the ratings a cumulative perception of the graduate's competence as a teacher, though probably without benefit of as extended a period of observation as the OCE observer. The OCE graduates brought their own perception of excellence to the ratings, and their own private knowledge of how well or how poorly they have been able to do as teachers in relation to these perceptions.

Moreover, somewhat different "standards" were used by the graduate and the OCE observer and principal in providing ratings of competence. Both the OCE observer and the graduate's principal were to make their ratings in terms of their perception of a fully competent teacher. The OCE graduates were to provide their ratings in terms of their perception of the most competent teacher in their respective buildings. While perfect agreement across ratings cannot be expected because of these and a variety of other factors, the question of the extent to which the various ratings provided agree remains for the confidence that can be placed in any single set of ratings depends to some extent upon the agreement those ratings share with the other two.

Tables 5, 6 and 7 contain a summary of the interrater agreements for the fourteen specific instructional functions (competencies) assessed in the follow-up study. Table 5 displays the interrater agreements between the OCE observer and the graduate's principal; Table 6 the interrater agreements between the OCE observer and the OCE graduate; and Table 7 the interrater agreements between the OCE graduates and their principals. When clear cut directional differences appear in one set of ratings being compared to another, the direction of the difference is noted.

In some respects the data presented in these three tables are encouraging, and in others discouraging. On the encouraging side an interrater agreement that is either perfect, or varies by no more than + or - one scale position (on a five point scale), is reflected in 75 percent of all ratings made on all but one of the competencies rated, and in 80 percent of the ratings for all but four of the competencies rated. The one competence where interrater agreements of + or - one scale position occurred less than seventy-five percent of the time was "Deal With Disruptive Events". The OCE observer and the graduate's principal disagreed by two or more scale positions in twenty-eight percent of their ratings of this competency, and the OCE graduates and their principals disagreed by two or more scale positions on thirty-two percent of their ratings. In addition to this competency the three others where disagreements of more than twenty percent occurred were "Managing The Use Of Instructional Materials And Procedures" (when comparing the OCE observer ratings with both the graduates and graduates' principals ratings); "Managing Instructional Transitions And Terminations" (when comparing the OCE observer and graduates' ratings); and "Providing Variety In Instructional Activities And Levels Of Thinking" (when comparing the graduates' and their principals' ratings).

Table 5. Agreement On Ratings Provided By The OCE Observer And The Graduate's Principal As To The Competencies Of The Graduate In The Performance Of Teaching Functions

ASPECT OF COMPETENCE RATED	PERCENT INTERRATER AGREEMENT				NATURE OF DISAGREEMENT*
	Perfect	+/- One	+/- Two	+/- Three	
AGREEMENT ACROSS ALL RATINGS	39%	48%	12%	01%	
I. PLANNING AND PREPARING FOR INSTRUCTION					
1. Defining desired learning outcomes & indicators	27	65	09	--	
2. Planning instructional activities, materials & procedures	--	--	--	--	
3. Assessing the standing of students in relation to desired outcomes	--	--	--	--	
SUBTOTAL	27%	64%	09%	--	
II. PERFORMING INSTRUCTIONAL FUNCTIONS					
1. Managing instructional transitions & terminations	50	40	05	05	
2. Conveying to pupils an understanding of learning outcomes desired from instruction	43	52	05	--	
3. Managing use of instructional materials, procedures & activities to bring about outcomes	32	45	23	--	
4. Adapting instruction to meet demands of context	55	36	09	--	Principal consist. higher
5. Building motivation and interest in learning	50	45	05	--	OCE Observer consist. higher
6. Providing variety in instructional activities & levels of thinking	09	77	14	--	
7. Dealing with content in subject matter areas	33	48	19	--	
8. Dealing with disruptive events	32	41	23	05	
SUBTOTAL					
III. OBTAINING & USING PUPIL OUTCOME INFORMATION					
1. Assessing achievement of desired learning outcomes	38	52	05	05	
2. Analyzing outcome data; identifying reasons for levels of achievement attained	--	--	--	--	
3. Using pupil outcome data to plan next steps	57	29	14	--	
SUBTOTAL	48%	40%	10%	02%	

*When one rater differs from another by a ratio of 2 to 1 in a particular direction the directional difference is noted; differences of lesser magnitude are treated as reflecting NO PARTICULAR PATTERN.

Table 6. Agreement On Ratings Provided By The OCE Observer And The OCE Graduate As To Competence Of The Graduate In The Performance Of Teaching Functions

ASPECT OF COMPETENCE RATED	PERCENT INTERRATER AGREEMENT				NATURE OF DISAGREEMENT*
	Perfect	+/- One	+/- Two	+/- Three	
AGREEMENT ACROSS ALL RATINGS	36%	51%	13%	01%	
I. PLANNING AND PREPARING FOR INSTRUCTION					
1. Defining desired learning outcomes and indicators	57	24	19	--	Graduate consist. higher
2. Planning instructional activities, materials & procedures	--	--	--	--	
3. Assessing the standing of students in relation to desired outcomes	--	--	--	--	
SUBTOTAL	57%	24%	19%	--	
II. PERFORMING INSTRUCTIONAL FUNCTIONS					
1. Managing instructional transitions & terminations	32	47	21	--	OCE Observer consist. hg
2. Conveying to pupils an understanding of learning outcomes desired from instruction	38	43	19	--	
3. Managing use of instructional materials, procedures & activities to bring about outcomes	14	64	18	05	OCE Observer consist. hg
4. Adapting instruction to meet demands of context	48	38	14	--	
5. Building motivation and interest in learning	41	55	05	--	OCE Observer consist. hg
6. Providing variety in instructional activities and levels of thinking	29	62	10	--	OCE Observer consist. hg
7. Dealing with content in subject matter areas	30	60	10	--	
8. Dealing with disruptive events	32	55	14	--	
SUBTOTAL	33%	53%	14%	01%	
III. OBTAINING & USING PUPIL OUTCOME INFORMATION					
1. Assessing achievement of desired learning outcomes	38	57	05	--	
2. Analyzing outcome data; & identifying reasons for levels of achievement attained	--	--	--	--	
3. Using pupil outcome data to plan next steps	41	55	05	--	Graduate consist. higher
SUBTOTAL	40%	56%	05%	--	

*When one rater differs from another by a ratio of 2 to 1 in a particular direction the directional difference is noted; differences of lesser magnitude are treated as reflecting NO PARTICULAR PATTERN.

Table 7. Agreement On Ratings Provided By The OCE Graduate's Principal And The OCE Graduate As To The Competence Of The Graduate In The Performance Of Teaching Functions

ASPECT OF COMPETENCE RATED	PERCENT INTERRATER AGREEMENT				NATURE OF DISAGREEMENT*
	Perfect	+/- One	+/- Two	+/- Three	
AGREEMENT ACROSS ALL RATINGS	44%	43%	13%	0	
I. PLANNING AND PREPARING FOR INSTRUCTION					
1. Defining desired learning outcomes and indicators	33	57	10	--	
2. Planning instructional activities, materials & procedures	55	32	14	--	
3. Assessing the standing of students in relation to desired outcomes	64	32	05	--	
SUBTOTAL	51%	40%	09%	--	
II. PERFORMAING INSTRUCTIONAL FUNCTIONS					
1. Managing instructional transitions & terminations	41	47	12	--	
2. Conveying to pupils an understanding of learning outcomes desired from instruction	55	36	09	--	
3. Managing use of instructional materials, procedures & activities to bring about outcomes	37	52	11	--	
4. Adapting instruction to meet demands of context	57	38	05	--	Principal consist. higher
5. Building motivation and interest in learning	45	45	10	--	
6. Providing variety in instructional activities and levels of thinking	38	38	24	--	
7. Dealing with content in subject matter areas	29	52	19	--	
8. Dealing with disruptive events	32	36	32	--	
SUBTOTAL	42%	43%	15%	--	
III. OBTAINING & USING PUPIL OUTCOME INFORMATION					
1. Assessing achievement of desired learning outcomes	48	38	14	--	
2. Analyzing outcome data; and identifying reasons for levels of achievement attained	37	53	11	--	
3. Using pupil outcome data to plan next steps	48	48	05	--	Graduate consist. higher
SUBTOTAL	44%	46%	10%	--	

*When one rater differs from another by a ratio of 2 to 1 in a particular direction the directional difference is noted; differences of lesser magnitude are treated as reflecting NO PARTICULAR PATTERN.

With these few exceptions, it would appear that considerable confidence can be placed in the various ratings of competence obtained in the study. This view is further supported by the total and sub-total scores reported in Tables 5, 6 and 7, and by the nature of the disagreements reported in the last column of these three tables. When looking at interrater agreements combined for clusters of competencies only one figure falls below eighty-five percent (ratings provided by the OCE observer and graduates on "Planning And Preparing For Instruction"), and agreement across all ratings for each rater pair reported was eighty-seven percent. When looking for evidence of consistent directional differences in the OCE observers' ratings compared to the graduates, directional differences seem to follow one rater as much as another. The specific agreements and disagreements between the three raters on each item rated appears on individual profiles that have been prepared for each OCE graduate included in the study. These are reproduced in full as Appendix I.

In spite of the generally encouraging nature of the evidence just reviewed the data are not without their limitations. The percentage of ratings reflecting perfect agreement seldom exceeded 50, and in one case was only 09. On occasion ratings for competencies reflected disagreements of three or more scale positions. And perhaps most alarming of all, rank order correlations calculated for the three sets of ratings ranged from .15 to .38. The specific Rho's and their respective "t" values were

OCE observer - Principal:	.35 with a t value of 1.63;
OCE observer - Graduate:	.38 with a t value of 1.84;
Principal - Graduate:	.15 with a t value of 0.66.

So, the picture is mixed. On one hand there is evidence to suggest that confidence can be placed in the data; on the other there is evidence that

says in effect "Don't place too much confidence in it". The reader is dually cautioned, and will have to decide for himself the confidence to be invested in the data.

In deciding how to portray the data on the specific competencies of OCE graduates as first year teachers two decisions had to be made. First, whose ratings of confidence should be used? Should all three sets of data be presented separately? Should all be combined into a single set? Or should some other combination be used? Other things being equal, the data on interrater agreement would seem to permit any of these decisions. Second, a decision had to be made as to the unit to be used in presenting the data. Should competence be profiled in terms of the fourteen individual competencies, or should the individual competencies be summed for the three "clusters" of competencies and presented only as aggregate data? As in the case of whose ratings to be used, the data on interrater agreement suggests that either decision would be acceptable, though if individual competency data were to be reported some confidence would be lacking in relation to those competencies noted where interrater agreement (a rating difference no larger than + or - one scale position) fell below .80.

Because of the primacy of the data on specific teaching competencies in the follow-up study the decision was made to describe performance using two data sets, one that pools the ratings of the OCE observer and the graduate's principal, and one that uses only the OCE graduate's ratings. This permits a portrayal of the "combined judgment" of two external agents adept at and generally responsible for making such judgments, and a comparison of such judgments with those carried by the teacher being judged.

In like manner the decision was made to display the data both in terms of aggregate or "cluster" summaries, and by individual competencies. The aggregate data is not only more reliable than the individual competency data (see sub-total agreements in Tables 5, 6 and 7), but it also is more easily comprehended. In all cases the data will be presented in aggregate form, followed immediately by its presentation by individual competencies.

This combination of decisions should provide the reader a rather complete picture of the data that is available on the competence of OCE graduates as first year teachers, including two perspectives of competence that represent remarkably different frames of reference.

Agreement Between The OCE Observer, The OCE Graduate And The Graduate's Principal In Judging The Difficulty Of The Graduate's Classroom As A Context In Which To Teach

As indicated previously all ratings of competence made at OCE, whether dealing with prospective teachers or experienced teachers, are accompanied by ratings of the difficulty of their classroom as contexts within which to teach. This information is used as a "corrective" factor in all analyses made of competence ratings, for a rating indicating unusual competence as a teacher in a setting where teaching is carried out with relative ease has different meaning than a similar rating where good teaching is carried out but with only the greatest of difficulty. A description of the sources of complexity/difficulty, as well as a description of the teaching setting generally, are obtained along with the rating of complexity or difficulty. As indicated earlier, the form used in obtaining these various kinds of information about setting appears as Appendix H.

As in the case of the ratings of competence in the performance of designated teaching functions, three separate ratings of setting complexity/difficulty were obtained. One was provided by the OCE observer, one by the OCE graduate, and one by the graduate's principal. Table 8 contains a summary of the agreements between these three sets of ratings, and it will be seen from these data a somewhat higher level of agreement exists for ratings of setting difficulty than for ratings of competence in the performance of teaching functions (see Tables 5, 6 and 7).

Table 8. Interrater Agreement As To The Complexity/
Difficulty Of A Context In Which To Teach

RATERS	PERCENT INTERRATER AGREEMENT			NATURE OF DISAGREEMENT*
	Perfect	+/- One	+/- Two	
OCE Observer - Principal	50%	50%		Principal Higher
OCE Observer - Graduate	55%	45%		OCE Observer Higher
Principal - Graduate	53%	40%	07%	Principal Higher

*When one rater differs from another by a ratio of 2 to 1 in a particular direction the directional difference is noted; differences of a lesser magnitude are treated as reflecting NO PARTICULAR PATTERN. The word "Higher" indicates an easier context in which to work.

Not surprisingly the graduates, as a group, rated the setting as being more difficult in which to teach than did the OCE observer and the school principal. However, because of the reasonably close agreement between the three sets of ratings, and because little is to be gained by treating the ratings separately, the decision was made to use the mean of the three ratings for purposes of subsequent analyses.

A Summary Of Data Pertaining To Competence In The Performance Of Teaching Functions

These data will be described in much the same way that the general competence and leadership/status data were described. Competence will be portrayed first for the total sample, and then by differences in teaching

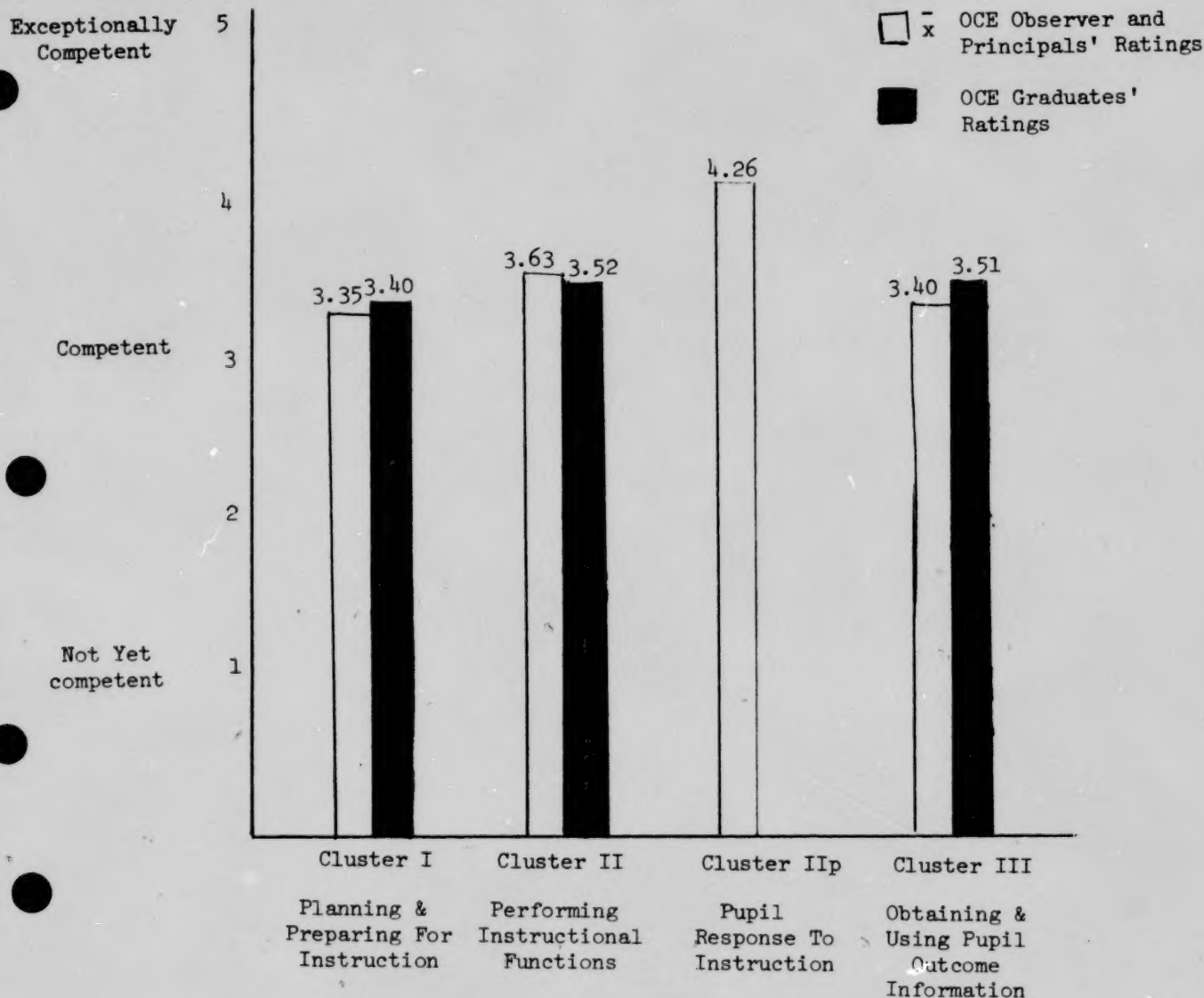


Figure 11. An overview of the competence of first year OCE graduates in the performance of instructional functions as perceived by the graduate and by the OCE observer and the graduate's principal.

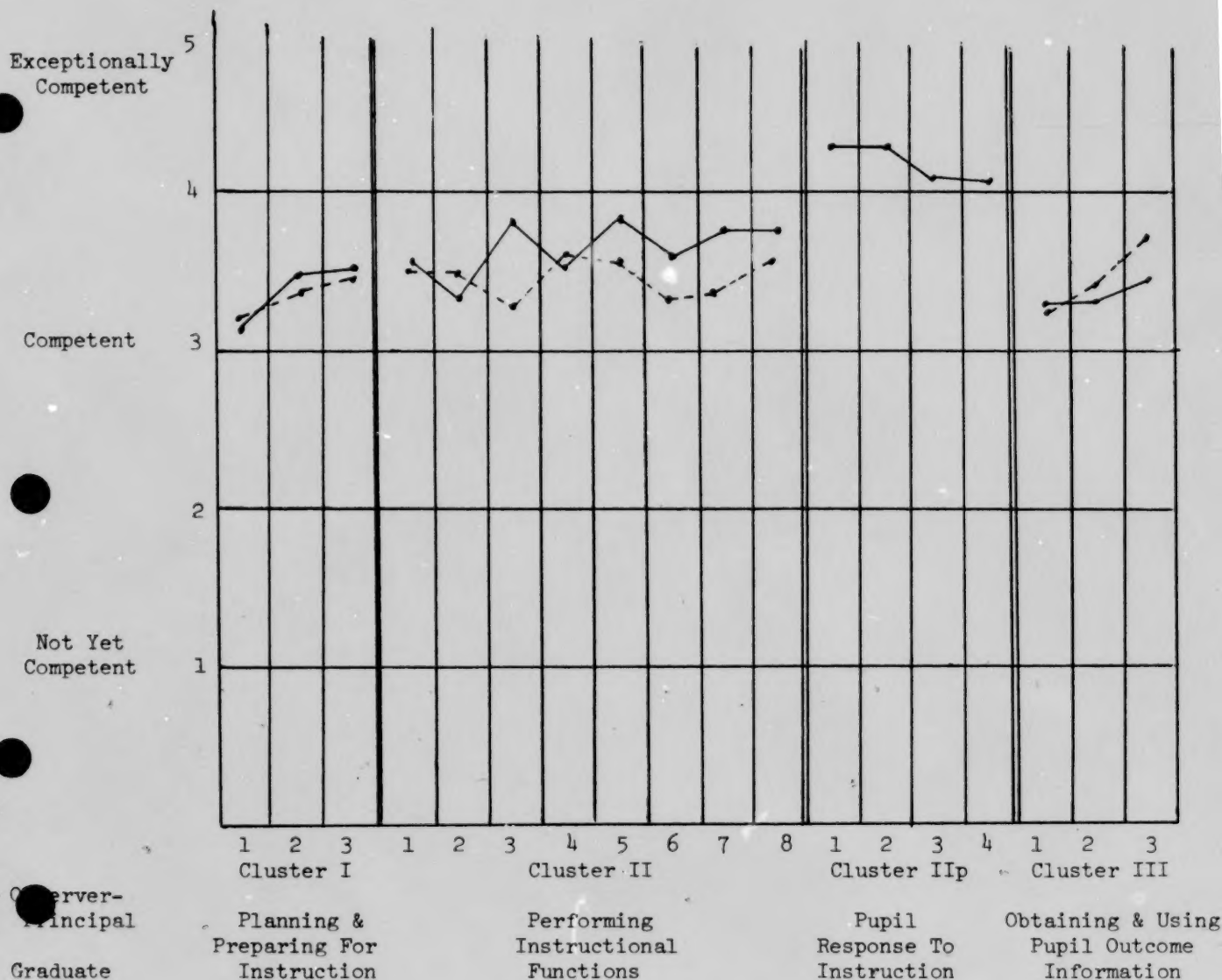


Figure 12. The competence of first year OCE graduates in the performance of specific instructional functions, as perceived by the graduate and by the OCE observer and the graduate's principal.

This general picture of competence on the part of OCE graduates is furthered by the fact that very few graduates received a rating by the OCE observer or their principal of less than 3.0 in relation to a specific teaching function, i.e., as being less than competent in the performance of a particular teaching function. Specifically only five of the twenty-two graduates studied received ratings of less than 3.0 in the area of PLANNING AND PREPARING FOR INSTRUCTION, and only three graduates received ratings of less than 3.0 in THE PERFORMANCE OF INSTRUCTIONAL FUNCTIONS and in OBTAINING AND USING PUPIL OUTCOME INFORMATION. No graduates received ratings of 3.0 or less on the basis of pupil behavior in the classroom. The high ratings received and given by the graduates to their performance in bringing about desired pupil behavior is a different view than teacher education institutions usually receive about new graduates in terms of classroom management. The usual response is that first year teachers have received too little training in classroom management. The fact that all the subjects in this study were rated as competent or above in classroom management brings OCE some needed relief from those complaints.

To press the analysis further the ratings of competence for the five weakest graduates and the five strongest graduates observed in the sample are compared in Figures 13 through 16. The data presented in Figures 13 and 15 are based on the perception of competence by the OCE observer and the graduate's principal; the data presented in Figures 14 and 16 are based on the graduates' perception of their own competence.

Even when this extreme calculation is made it will be seen that only in the general area of competence that deals with PLANNING AND PREPARING FOR INSTRUCTION (Fig. 13), and the specific competence of "Conveying To Pupils An Understanding Of The Learning Outcomes Desired From Instruction" (Fig. 15) do the five weakest graduates receive ratings that indicate less than a fully competent performance. Clearly, by every indication available

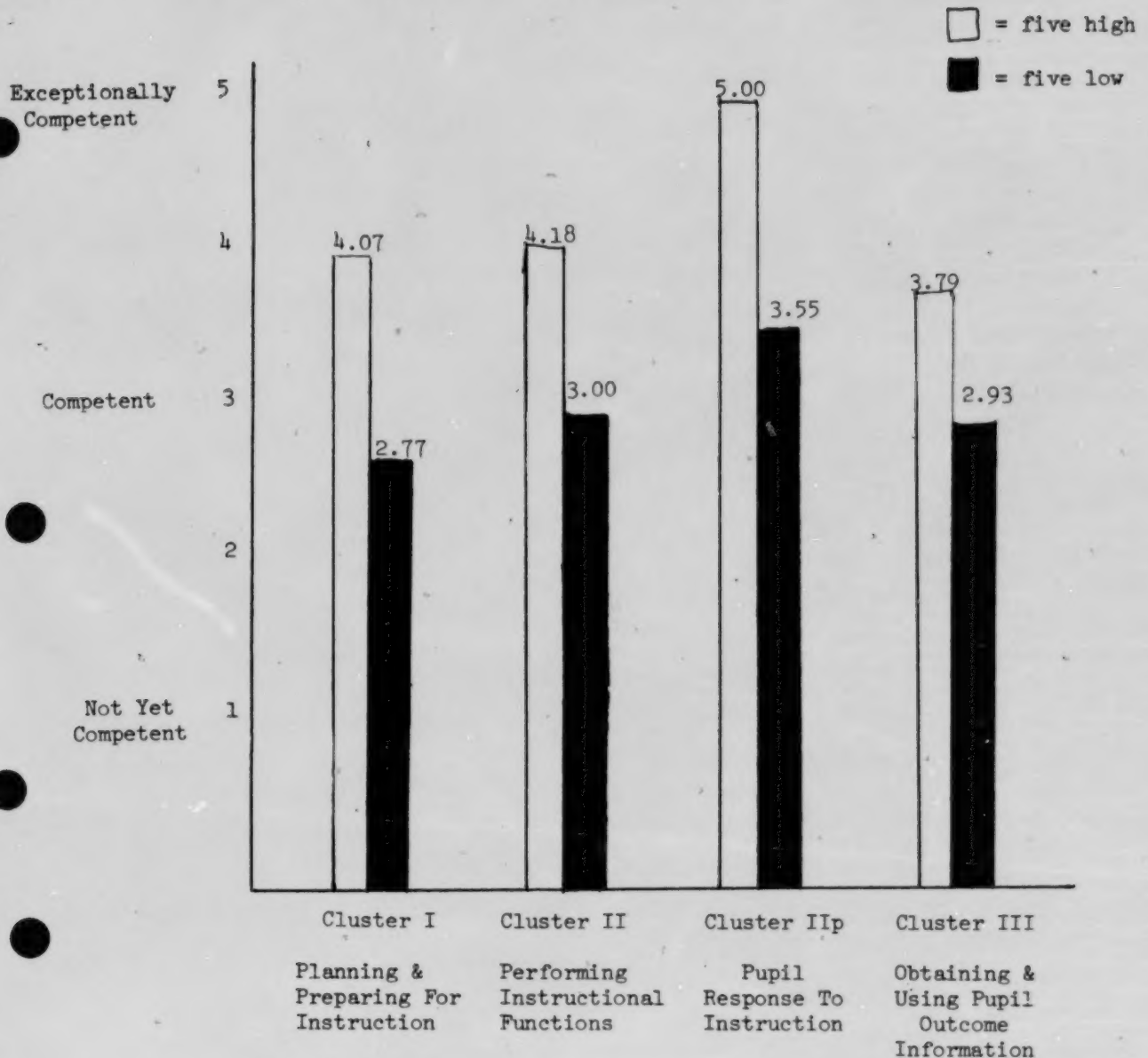


Figure 13. A general competency profile for the five strongest and the five weakest graduates studied in the present sample so far as the performance of teaching functions is concerned, when competence is rated by the OCE observer and the graduates' principal.

Exceptionally
Competent

Competent

Not Yet
Competent

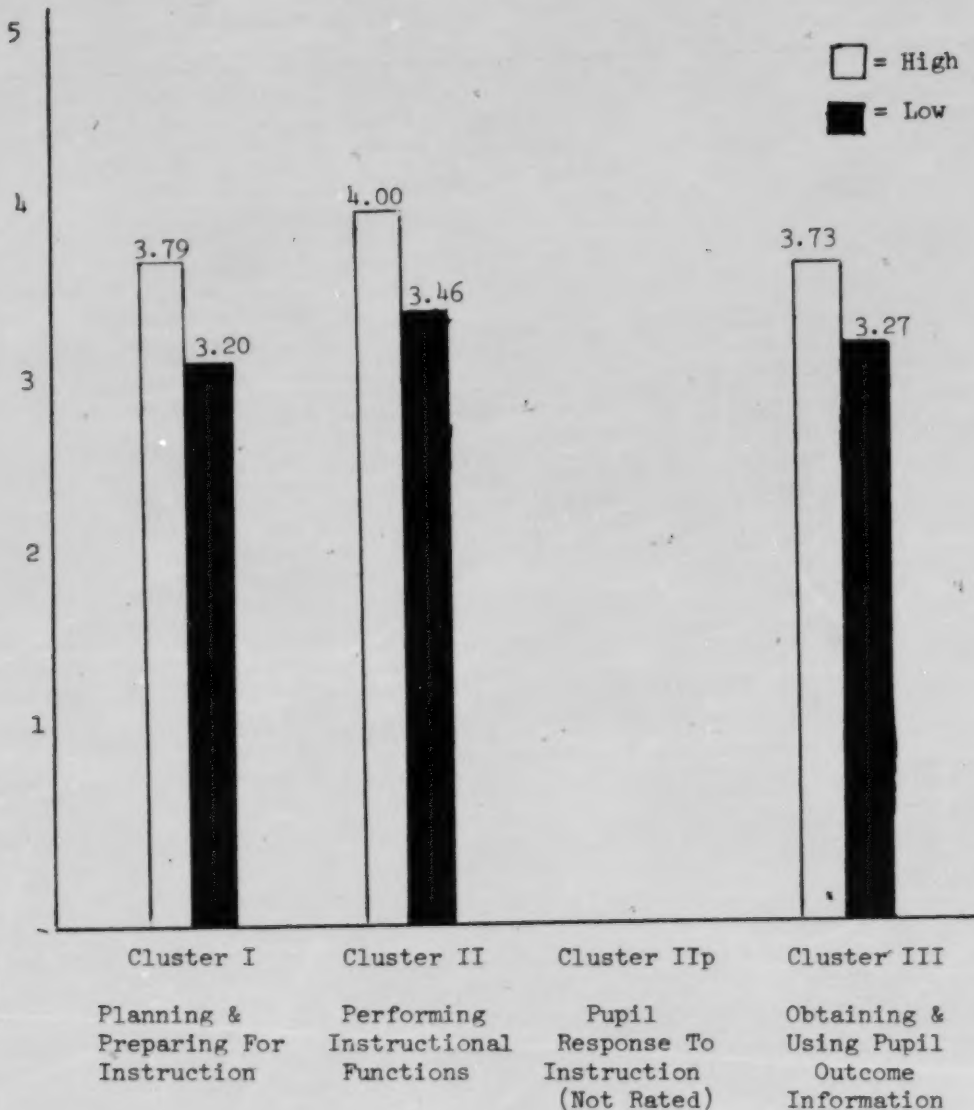


Figure 14. A general competency profile for the five strongest and the five weakest graduates studied in the present sample so far as the performance of teaching functions is concerned, when competence is rated by the graduate.

Exceptionally
Competent

Competent

Not Yet
Competent

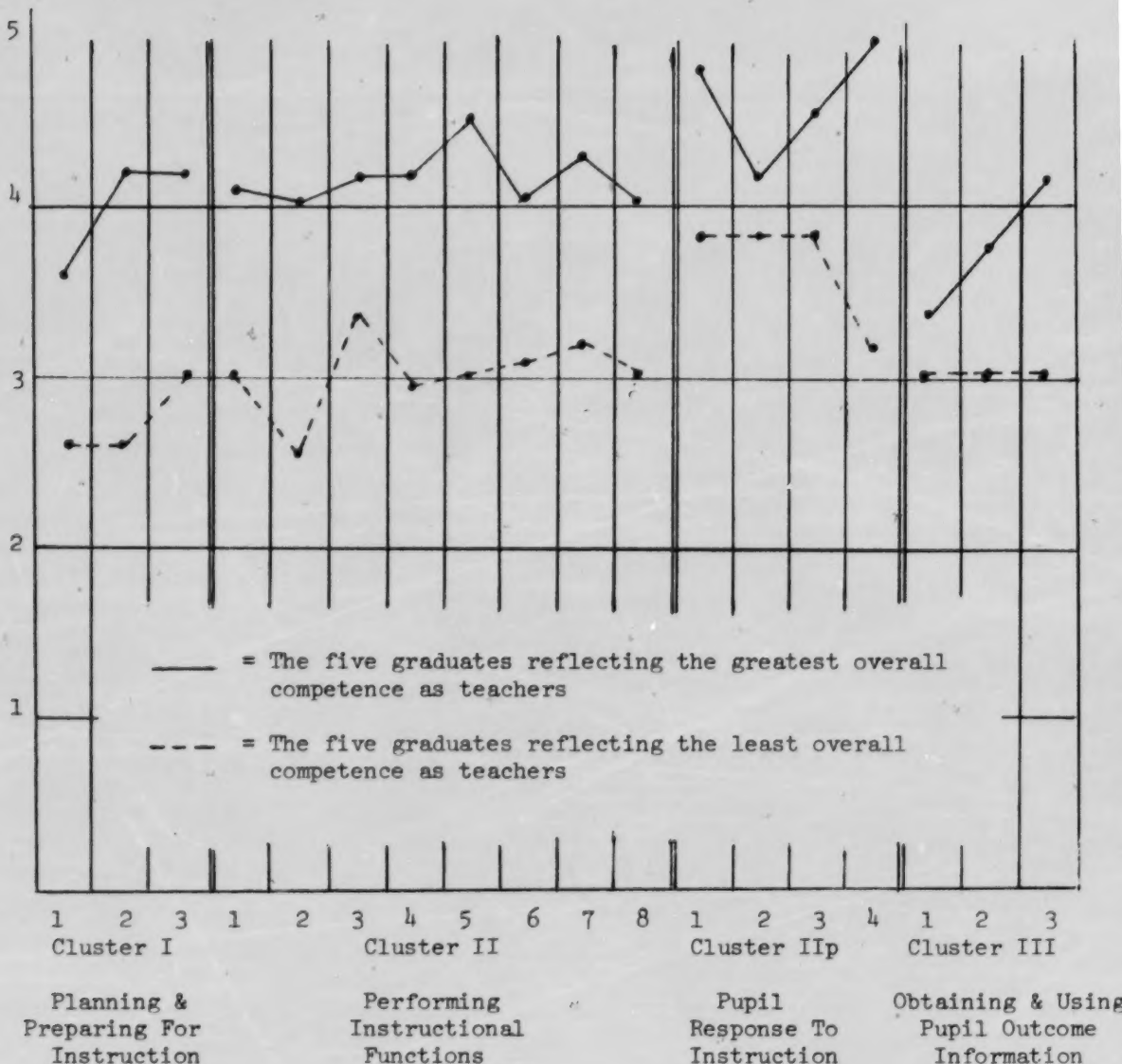


Figure 15. An individual competency profile for the five strongest and the five weakest graduates studied in the present sample so far as the performance of teaching functions is concerned, when competence is rated by the OCE observer and the graduate's principal.

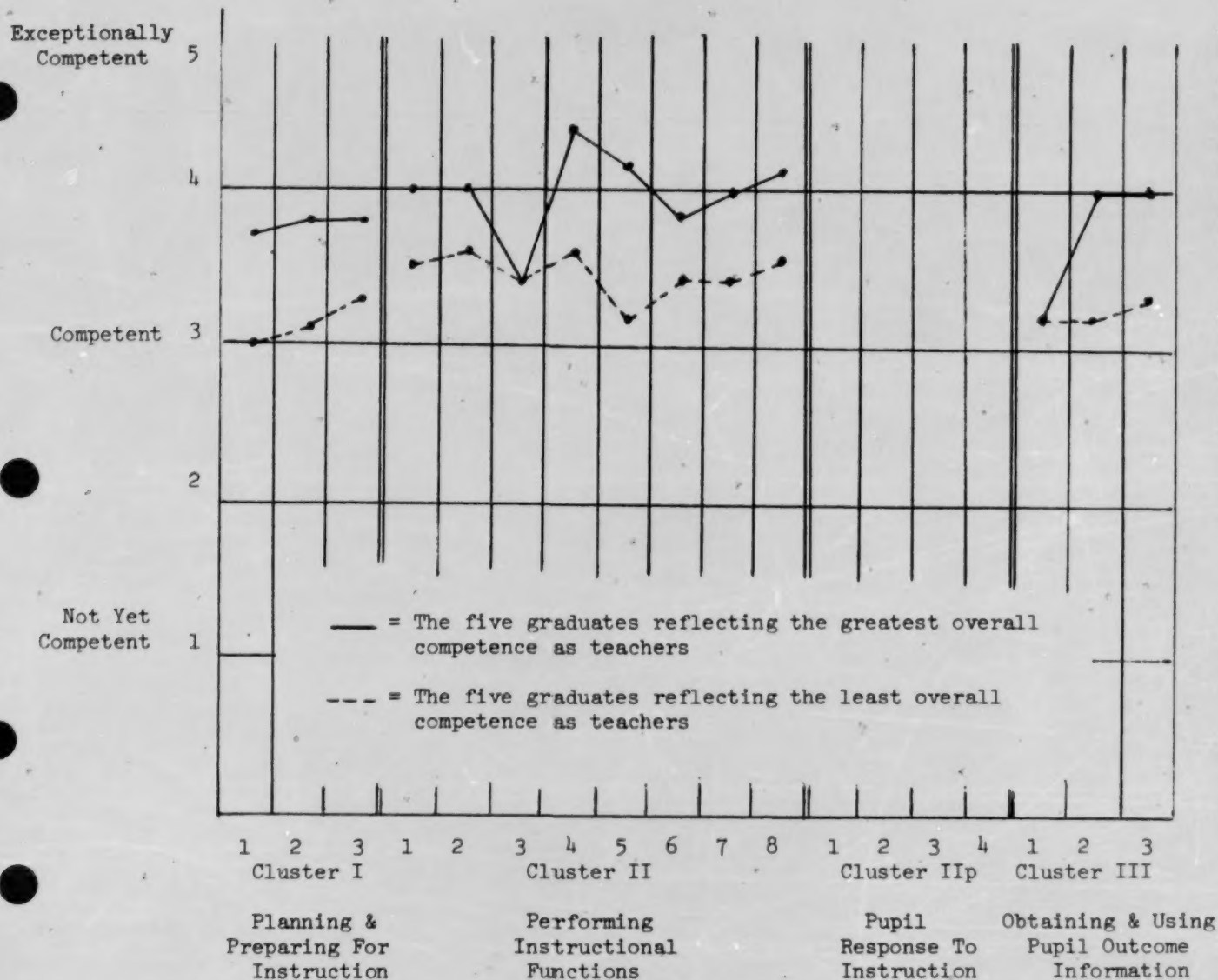


Figure 16. An individual competency profile for the five strongest and the five weakest graduates studied in the present sample so far as the performance of teaching functions is concerned, when competence is rated by the OCE graduate.

from the present study, the majority of first year teachers who are graduates of the OCE elementary preparation program function as fully competent teachers.

PERCEIVED COMPETENCE IN THE PERFORMANCE OF TEACHING FUNCTIONS BY PRIMARY-INTERMEDIATE TEACHING ASSIGNMENT. It will be recalled that when the data summarizing the principals' perception of the competence of first year OCE graduates was organized by teaching assignment essentially no difference was observed between the competence of primary and intermediate teachers (see Figures 5 and 6, pp 17 and 18). The question to be answered here is whether this finding holds with respect to the performance of specific teaching functions.

On the basis of analyses performed there seems to be no appreciable difference in the instructional competence of OCE graduates teaching at the primary and intermediate levels. Intermediate teachers were judged to be a bit less competent. There is the possibility that first year graduates holding a teaching assignment in the intermediate grades may be somewhat less able than their counterparts in primary grades to PLAN AND PREPARE FOR INSTRUCTION and PERFORM INSTRUCTIONAL FUNCTIONS, or that because intermediate teachers have less planning time generally and more topics for which to plan their performance is hindered. The differences are so small that the observed difference can be treated as no more than a possibility. It seems that the best interpretation to be made of these data, and the data summarized earlier on the principals' perception of competence in general, is that the OCE elementary preparation program serves primary and intermediate teachers equally well.

Such relatively little variance was perceived in the complexity/difficulty of the classrooms observed (see Appendix J) that the analysis of teaching competence by setting difficulty is at best exploratory. Recognizing this the perceived competence of the five graduates whose classrooms were judged to be the most difficult in which to teach, and the five whose classrooms were judged to be the least difficult, were compared. The judgments

Exceptionally
Competent

5

4

2

1

Competent

Not Yet
Competent

— = Difficult Contents In Which To Teach

- - - = Easy Contexts In Which To Teach

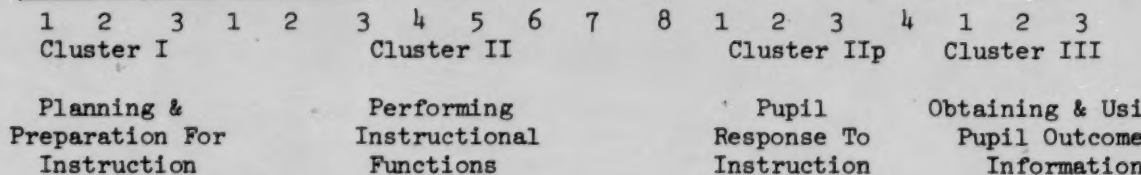


Figure 17. Competence in the performance of teaching functions by graduates having classrooms that vary in difficulty as contexts within which to teach, when competence is rated by the OCE observer and the graduate's principal.

Exceptionally
Competent

Competent

Not Yet
Competent

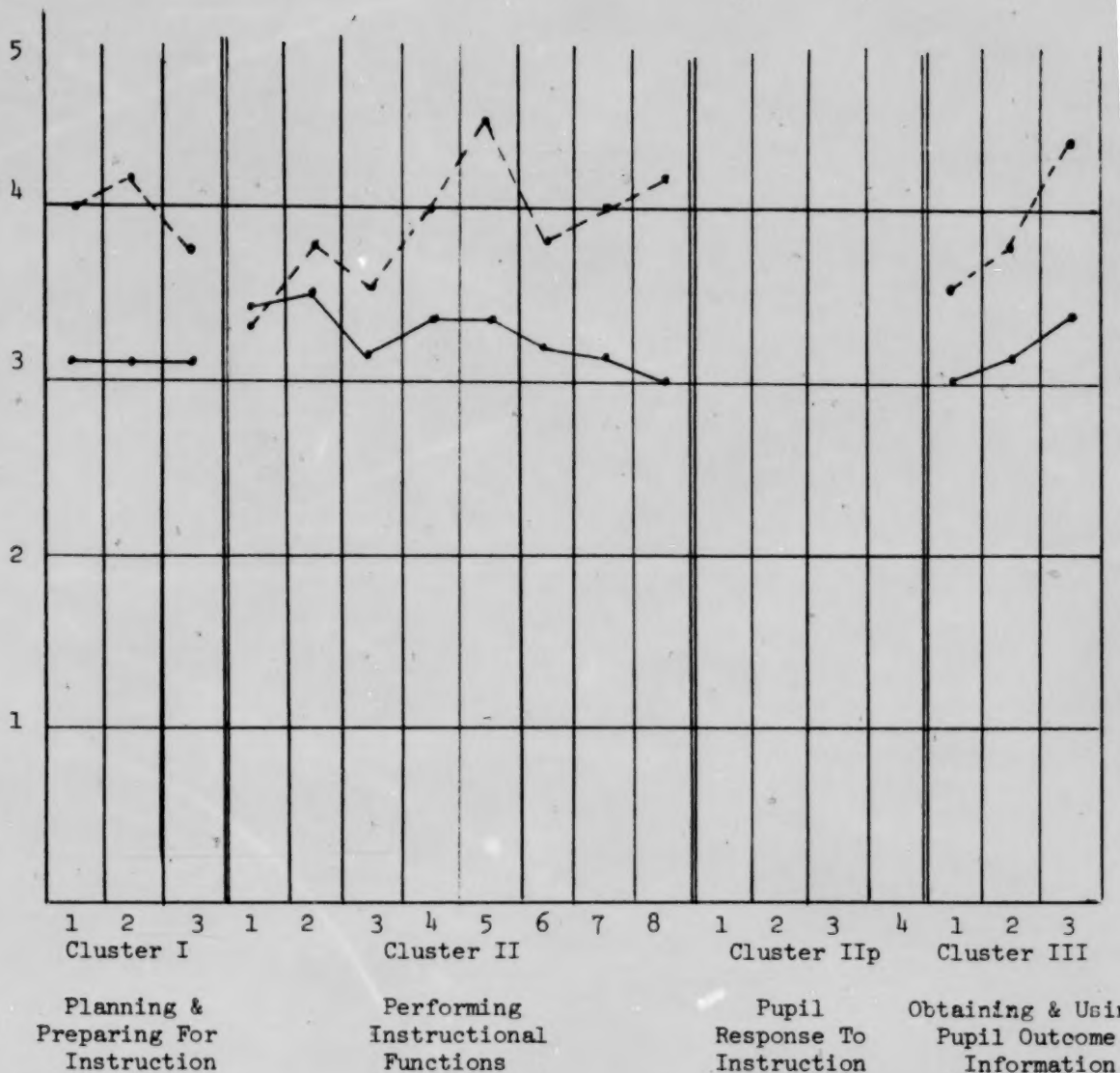


Figure 18. Competence in the performance of teaching functions by graduates having classrooms that vary in difficulty as contexts within which to teach, when competence is rated by the graduates.

of competence by the OCE observer and the graduates' principals for graduates teaching in such classrooms are presented in Figure 17; the graduates' ratings are presented in Figure 18. The ratings of the OCE observer, the graduate, and the graduate's principal were combined in identifying the ten classrooms that varied most in their complexity/difficulty as contexts within which to teach.

It will be seen from the data presented in these two figures that the perceived difficulty of a setting as a context in which to teach clearly relates to perceived competence as a teacher -- by both the graduate and the OCE observer and the graduate's principal. Consistent differences appeared across all competencies rated by the OCE observer and principals, with the exception of "Dealing With Content In Subject Matter Areas", "Assessing The Achievement Of Desired Learning Outcomes", and "Analyzing Pupil Outcome Data". Interestingly, these are areas of competence that would not be expected to vary by difficulty of teaching context.

Graduates perceived themselves quite differently, however. Large differences appeared between the two groups in competencies rated to PLANNING and OBTAINING AND USING PUPIL OUTCOME INFORMATION, and in INSTRUCTIONAL competencies involving "Adapting Instruction To Context" (Item 4), "Building Motivation And Interest In Learning" (Item 5), "Providing Variety In Instructional Activities And Levels Of Thinking" (Item 6) and "Dealing With Disruptive Events" (Item 8). The two sets of graduates even differed in their perception of their own competence in "Dealing With Content In Subject Matter Areas" (Item 7) -- a difference not perceived by the OCE observer and principals. In fact, if Figures 17 and 18 were superimposed the only areas of agreement between them would be the perceived difference in the ability of the two groups to "Adapt Instruction To Context" (Item 4), "Build Motivation And Interest In Learning" (Item 5) and "Use Pupil Outcome Data To Plan Next Steps"

(Item 3 in Cluster III)! Both sets of ratings reflect large differences in the competence of graduates who have classrooms of varying complexity/difficulty within which to teach, but there is little agreement as to what those differences are.

THE PERCEIVED COMPETENCE OF THE FIVE GRADUATES REFLECTING HIGHEST AND LOWEST LEADERSHIP/STATUS POSITIONS IN THEIR SCHOOLS. As a final look at the competence of first year graduates in the performance of specific teaching functions variations in competence have been plotted for five graduates seen in the follow-up study by their principals as having assumed leadership/status positions in their schools and five who have not. It will be recalled that the earlier analysis of the relationship between perceived competence in a school and the leadership/status positions held by graduates showed a close relationship between these two variables (see Tables 3 and 4, pp 27 and 28). Generally speaking this analysis showed that without exception graduates who held high leadership/status positions were also perceived as being unusually competent as teachers, but that being unusually competent was no assurance of gravitation to a position of leadership/status. The purpose of this analysis is to see whether similar relationships hold when more exacting measures of competence are employed.

To check on this relationship the five graduates reflecting the highest and lowest leadership/status positions in their schools were identified (these were the same graduates identified for purposes of the analysis reported in Table 4), and their perceived competence in the performance of designated teaching functions plotted accordingly. The data reported in Figure 19 uses the combined OCE observer and principal's rating of competence; the data reported in Figure 20 uses the graduates' perception of their own competence.

As in the case of the profiles just analyzed the graduates and the

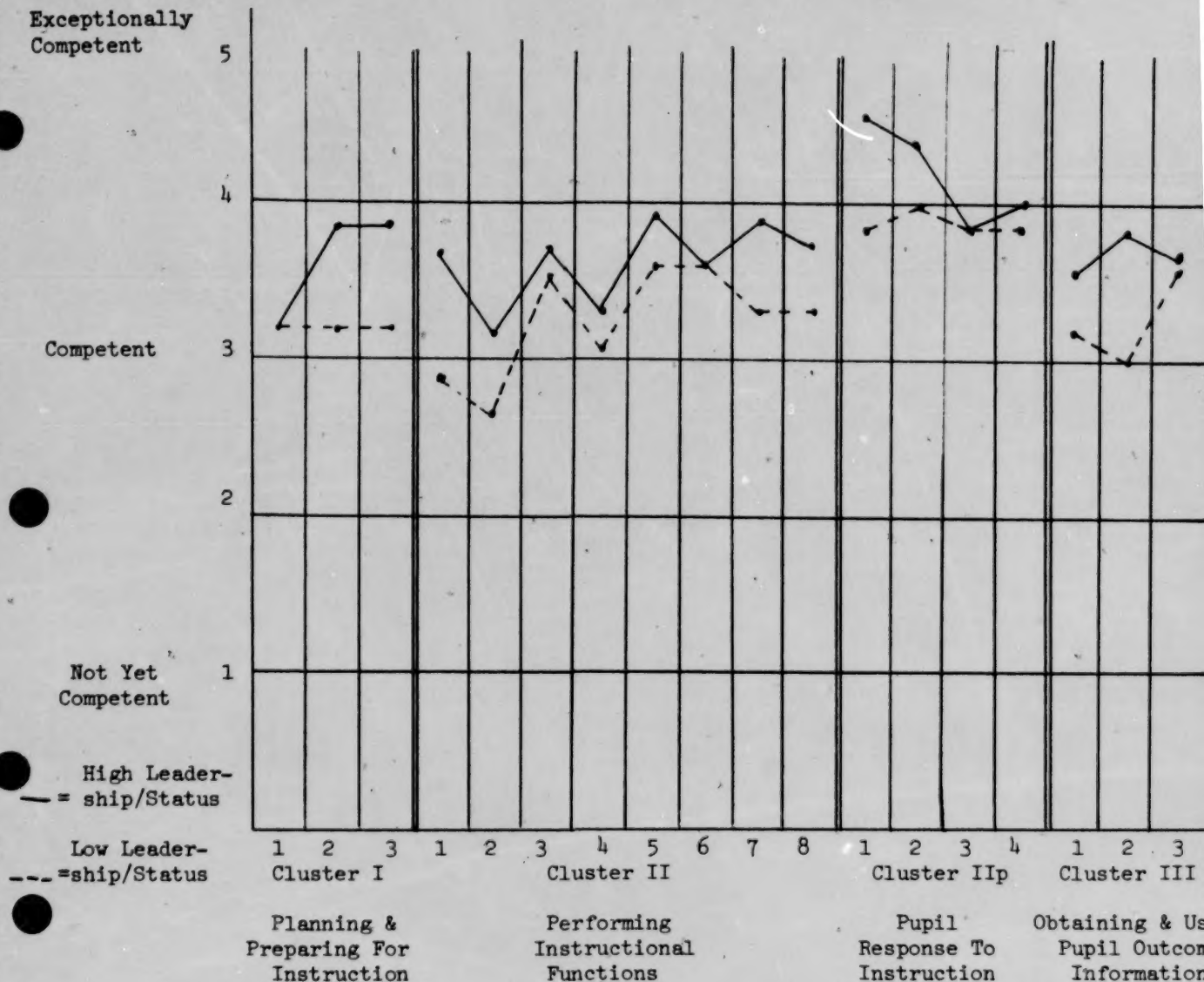


Figure 19. Competence in the performance of teaching functions by graduates holding high and low leadership/status positions in their schools, when competence is rated by OCE observer and the graduate's principal.

Exceptionally
Competent

Competent

Not Yet
Competent

= High leader-
ship/Status

= Low Leader-
ship/Status

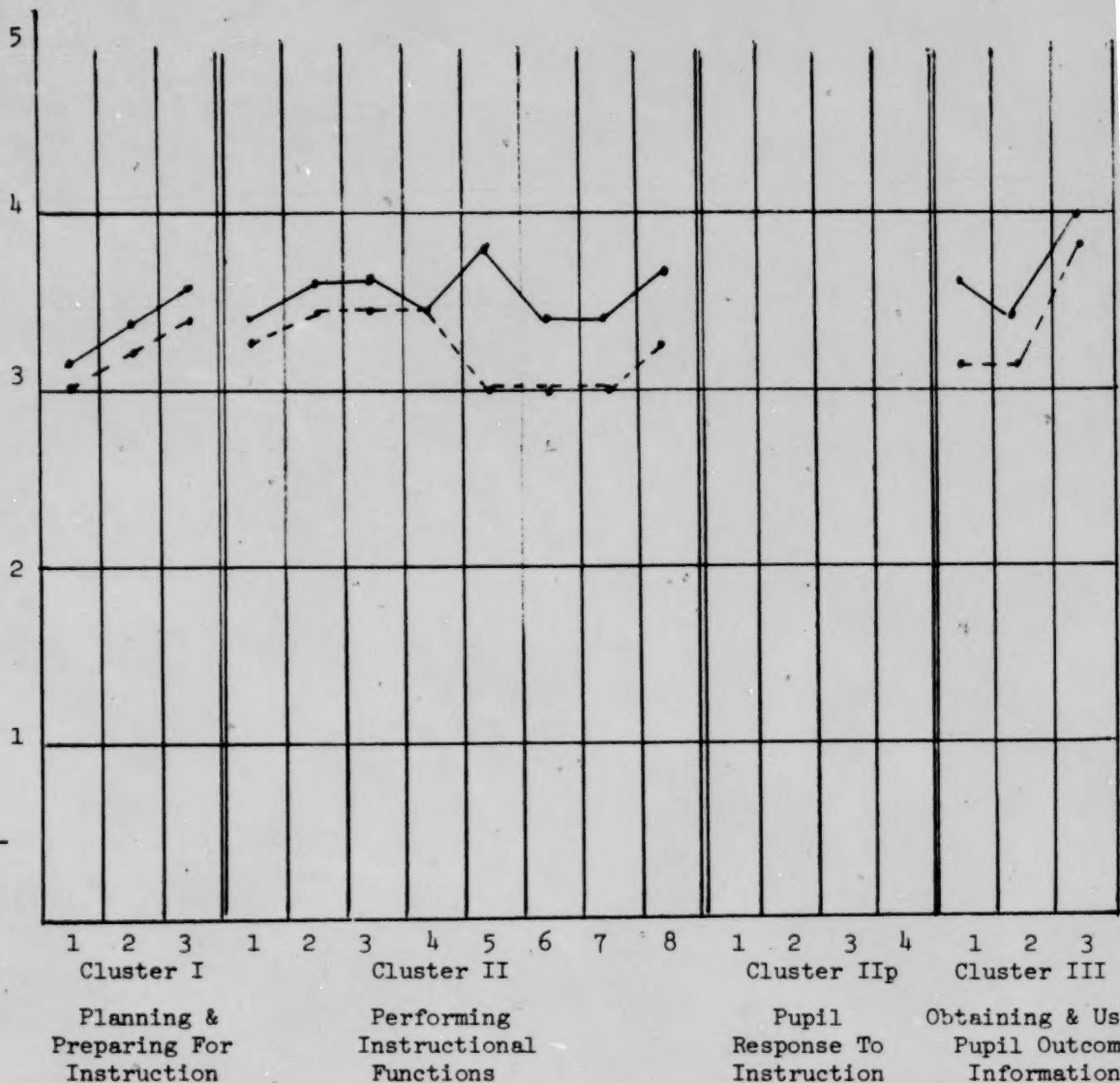


Figure 20 Competence in the performance of teaching functions by graduates holding high and low leadership/status positions in their schools, when competence is rated by the graduate.

OCE observers and graduates' principals hold different views as to the ways in which instructional competence varies for graduates who hold high and low status positions in their schools. The OCE observer and principal see sizable differences in some areas of competence, for example, "Planning Instructional Activities, Materials And Procedures" (Item 2, Cluster I), "Assessing Students In Relation To Desired Outcomes" (Item 3, Cluster I), "Managing Instructional Transmissions And Terminations" (Item 1, Cluster II), "Conveying To Pupils An Understanding Of Learning Outcomes Desired From Instruction" (Item 2, Cluster II), "Relating To Pupils About Instructional Matters" (Item 1, Cluster IIp), and "Analyzing Learning Outcome Data" (Item 2, Cluster III), where graduates perceive few differences (see pp 35 and 36, or Appendix E for a full listing of the competencies plotted in Figures 19 and 20). Graduates on the other hand perceive differences where the OCE observers and their principals do not. While there is a clear tendency in both sets of ratings for graduates holding high leadership/status positions to be viewed as more competent in the performance of teaching functions, the extent of the difference between the two groups is not as great as expected from the previous analysis of this relationship and the two sets of ratings reflect considerably different perceptions of where specific strengths and weaknesses lie.

Summary And Conclusions

Three independent judgments as to the competence of the OCE graduates in the performance of designated teaching functions were obtained through the on-site methodology: one by the OCE observer, one by the graduate; and one by the graduate's principal. The OCE graduates and their principals provided three separate ratings of competence in the area of PLANNING AND PREPARING FOR INSTRUCTION, eight separate ratings in the PERFORMANCE OF INSTRUCTIONAL FUNCTIONS and three that pertained to OBTAINING AND USING PUPIL OUTCOME INFORMATION. The OCE observer pro-

vided only one overall rating of competence in PLANNING AND PREPARING FOR INSTRUCTION, instead of three, but provided four additional ratings of competence in the PERFORMANCE OF INSTRUCTIONAL FUNCTIONS that were based on the behavior of pupils during the course of instruction. All ratings were based on a 1 to 5 point scale of competence, ranging from not competent (1) through generally competent (3) to exceptionally competent (5).

On the basis of an analysis of interrater agreements within the three data sets, the ratings provided by the OCE observer and the graduate's principal were combined for one set of analyses. The OCE graduate's ratings were used separately in parallel analyses. Using these two data sets an analysis of the competence of the sample as a whole was undertaken, followed by a variety of sub analysis on dimensions where differences in competence might be expected. On the basis of these various analyses the following conclusions seem justified:

1. The large majority of the OCE graduates included in the sample were seen by the OCE observer and their principals as being fully competent in the performance of teaching functions (only five of the twenty-two graduates studied were judged less than competent in the performance of PLANNING functions and only three of the twenty-two were judged to be less than competent in the performance of INSTRUCTIONAL functions and in OBTAINING AND USING PUPIL OUTCOME INFORMATION)*;
2. The large majority of graduates also saw themselves as fully competent in the performance of teaching functions (only three of the twenty-two graduates studied judged themselves less than competent in the performance of PLANNING functions, four in the performance of INSTRUCTIONAL functions and two in OBTAINING AND USING PUPIL OUTCOME INFORMATION)*;
3. There was essential agreement between the OCE observer, the graduate and the graduate's principal as to which of the graduates were not fully competent and which were unusually competent*;
4. When looking at the sample as a whole the graduates tend to be viewed by the OCE observer and their principals, as well as by themselves, as a competent group of teachers (see Figures 11 and 12, pp 43 and 44);

*See Appendix I for a summary of competence ratings for each graduate included in the sample.

5. When looking at the sample as a whole graduates tend to perceive themselves slightly less competent than they are viewed by the OCE observer and their principals in "Managing The Use Of Instructional Materials, Procedures And Activities To Bring About Desired Learning Outcomes", and "Dealing With Content In Subject Matter Areas", and slightly more competent in "Using Pupil Outcome Data To Plan Next Steps";
6. The five graduates studied in the sample that were viewed generally to be most competent by the OCE observer and their principals reflected greater competence in all areas rated than the five graduates judged to be least competent (this finding was not as clear cut, however, when graduates ratings were used as a basis of comparison);
7. Competence in the performance of teaching functions does not vary appreciably by primary-intermediate teaching assignment or by size of schools, but it does appear to vary by school setting when competence is rated by the OCE observer and the graduate's principal (graduates teaching in rural schools were seen as more competent in the performance of teaching functions than graduates in urban schools;
8. Graduates who had classrooms that were judged to be complex/difficult contexts in which to teach were judged consistently as less competent in the performance of teaching functions than graduates whose classrooms were judged to be easy contexts within which to teach, though perceived competence in the performance of specific functions varied for the graduates and the OCE observer and graduate's principal; and
9. Graduates identified as holding high leadership/status positions within their schools by their principals reflected consistently higher levels of competence in the performance of teaching functions than students judged by their principals as having relatively low leadership/status positions, but perceived competence varied for the graduates and the OCE observer and graduate's principal and the extent of difference between the two groups was not as great as it was when competence was analyzed by complexity/difficulty of teaching context.

Implications*

- 1 & 2. Efforts to improve instruction don't need to focus on any specific competence cluster -- except possibly planning.
3. The assessment system, which is a curricular tool, is apparently reliable. Though it has had limited use at the graduate and inservice level it seems that OCE can employ it with students who are teachers. It seems to describe their performance and could be useful as a diagnostic device in graduate and inservice programs that focus on competence as a classroom teacher.
4. Overall the results were most gratifying. The program apparently produces graduates who are competent.
5. The OCE program focuses on developing competence in self-evaluation. It may be that the graduates are either more knowledgeable about their performance than other observers or they have been taught to be quite critical of themselves. Because the differences in rating tend to be small it doesn't appear that an excessive self-flagellation has occurred. No specific program changes seem necessary.
6. It may be that the students OCE draws -- students from small towns and rural backgrounds -- find rural schools and rural children easier to which to adjust. It may also be that the practicum experiences students have at OCE focus on or allow too many rural experiences. OCE does regularly employ 3 of the 10 major populations centers within Oregon for practicum and student teaching sites. It may be that students should be counseled to select an urban setting when they lack that background. A second approach is to involve students in visitations to urban schools to allow them to understand the problems while they still have time to gain additional educational experiences. One must keep in mind, though, that graduates from the OCE program who were teaching in urban schools were not judged as incompetent.
7. There were several possible causal patterns for the seventh conclusion. The one that may be most appropriate is that the graduates influenced the observer's perception of the context. If one notes the people in the most difficult settings had higher scores on the competency clusters of "dealing with subject matter areas" and "using outcome data to plan" it might be that these are people who are word or cognitive outcome oriented -- not children oriented. In which case, almost any context would be "more difficult" for them. If there were no differences in the graduates themselves then planning performance ought to be similar--they aren't. Graduates in contexts rated easier were judged to be better planners. It appears that context ratings may be influenced to a significant extent by the graduates performance. The implication then might be drawn that the assessment of context needs to be tightened up. It seems that an evaluation problem may exist.

*The Implications parallel numerically the Conclusions from the preceding two pages.

- 8 & 9. Students who want to change the educational world need to be good teachers. This suggests that our decision to focus on classroom instruction at the undergraduate level may need to be balanced by focusing on the leadership/change agent role at the graduate level.

Competence in Achieving Content And Attitudinal Outcomes In Pupils

While perceived competence in the performance of teaching functions is important information to obtain in a follow-up study of graduates from a teacher preparation program, it is not sufficient. The critical question is whether graduates are able to achieve desired learning outcomes in pupils. In keeping with this view two approaches were taken in the study to obtain evidence as to the effectiveness of graduates of the OCE elementary program in this regard. One involved an effort to obtain from the graduates a description of the outcomes they were trying to achieve, and evidence of the extent to which they had been successful in achieving them. As indicated in the opening section of the report this information was obtained from only five of the twenty-two graduates, and so was set aside for purposes of the present analysis. The second procedure involved asking the graduate and the graduate's principal how successful they thought the graduate had been in achieving the outcomes worked toward in a variety of subject matter areas, and along a variety of attitudinal dimensions. These judgments were obtained from all graduates and principals that participated in the study. The form used in obtaining these judgments is attached as Appendices F and G.

The OCE observer had no basis for judging the success of the OCE graduate in achieving long term outcomes, so comparable ratings of competence were not obtained from the observer.

Procedurally, ratings of competence in relation to the achievement of content and attitudinal outcomes in pupils were obtained at the same time as the ratings of competence in the performance of teaching functions. They were provided as part of the same assessment instrument, and were rated by means of the same five point scale of competence that was used in

rating teaching functions (the rating scales were attached as page 3 of Appendices E and F). Ratings of competence were provided for the content areas of Reading, Language Arts (other than reading), Mathematics, Science, Art, Music, Social Studies, Interpersonal Relationships, Health, Physical Education, Career Education, and Multi-Cultural Education. Ratings of competence in achieving attitudinal outcomes were obtained for the attitude of pupils toward themselves as individuals, toward themselves as learners and toward classmates, adults, subject matter to be learned, basic skills to be mastered, competencies to be demonstrated, the property of others and the rights of others.

Summary And Conclusions

Two independent judgments as to the ability of the OCE graduates to bring about desired content and attitudinal outcomes in children were obtained through the on-site methodology: one by the graduate and one by the graduate's principal. Both provided ratings for twelve content areas and nine attitudinal areas. All ratings were based on a 1 to 5 point scale of competence, ranging from not competent (1) through generally competent (3) to exceptionally competent (5). The ratings were made at the same time as the ratings on competence in the performance of general teaching functions, and on a page attached to the form used to rate competence in performing general teaching functions. A copy of the page appears in Appendices F and G.

After analyzing the agreements and disagreements in these two sets of ratings* the decision was made to use the two sets independently in portraying data for the sample as a whole. They were combined for all sub-analyses. On the basis of the various analyses performed the following conclusions seem justified:

- By-and-large graduates perceive themselves as able to achieve desired content and attitudinal outcomes

*See Appendix K, Tables 22, and 23, for a summary of these analyses

in pupils. They view themselves as fully competent in achieving desired attitudinal outcomes, and competent in achieving desired content outcomes except in the areas of Music, Physical Education, Career Education and Multi-Cultural Education.

- Principals tend to view graduates as better able to achieve desired outcomes in pupils than graduates view themselves. In the eyes of the principal the graduates as a whole were limited in their ability to achieve desired outcomes only in the areas of Music and Career Education.
- The ability to achieve desired outcomes on the part of pupils does not seem to vary by primary-intermediate teaching assignment, but it does vary by the rural-urban status of a school and by the size of a school. Graduates teaching in rural schools and small schools were perceived consistently as being more able to achieve both content and attitudinal outcomes than their counterparts in urban schools and large schools.
- Graduates teaching in urban schools were perceived as less able to achieve desired learning outcomes in Mathematics, Art and Social Studies than their counterparts in rural schools; graduates teaching in large schools were perceived as less able to achieve desired learning outcomes in Reading and Language Arts when compared to their counterparts in small schools.
- Graduates who had classrooms that were judged to be relatively easy contexts in which to teach were judged to be better able to achieve desired learning outcomes in Reading, Art, Language Arts, Music and Physical Education, than graduates who had classrooms judged to be difficult contexts in which to teach. They also were judged to be better able to achieve desired attitudinal outcomes.
- Graduates who held high leadership/status positions in their schools were judged to be more successful in achieving desired outcomes in Reading, Mathematics, Science and Physical Education, and in fostering in children positive views towards themselves as individuals and learners, than graduates who held low leadership/status positions.
- Graduates who were judged to be strong in the performance of teaching functions tended to be viewed as being better able to achieve both desired content and attitudinal outcomes in pupils than graduates who were judged to be weak in the performance of teaching functions.

Implications For The OCE Program

There are many possible interpretations as to the reasons OCE graduates feel less successful in achieving content outcomes in music, physical education, career education and multi-cultural education. To know that they feel less competent is helpful; to not know what causal patterns brought those feelings about is detrimental in selecting optimum program changes. Several courses of action seem open to OCE such as: (1) ensuring that more practicum time is devoted to the teaching of music; e.g., currently, if the classroom supervisor isn't teaching his/her own neither does the student, (2) a re-focus within the program on teaching physical education skill development and practicum experiences, (3) a tightening of the instructional program at the college to more clearly define both career education and multi-cultural education. It even may be that OCE graduates responded more negatively to their competence in the latter two areas because they were as confused about the desired outcomes as in the rest of the educational community.

Interpersonal Competence In Relation To Other Teachers In The Building

These data parallel the first set of data reviewed in the document in that they are judgments of competence provided by the graduate's principal, they are judgments made in relation to the competence of other teachers in the graduate's building, and they were obtained through the same instrument, that is, a structured interview by the OCE observer with the graduate's principal. Three items in the interview dealt with interpersonal competence:

- In your judgment is the OCE graduate one of the teachers in your building most capable of developing emotional relationships and rapport with students?
- In your judgment is the OCE graduate one of the teachers in your building most likely to handle pupils with tact and understanding, and most deeply concerned about the welfare of each child?
- In your judgment is the OCE graduate one of the teachers in your building whom other teachers seem to like best?

In all cases the principal was to provide a YES, NO, or UNCERTAIN response to these questions. The interview guide through which these data were collected appears as Appendix C.

As in the case of the ratings provided by the principal of the general competence and leadership/status position of the first year graduates, no firm evidence exists as to the confidence that can be placed in these data. A number of arguments can be made in support of their trustworthiness, however, (see pp 13 and 14), including the considerable variation within the sample on the three items that make up the data set (see Appendix M). As a consequence, as in the case of the related data sets reported earlier, it is our view that the data reported in the paragraphs that follow can be treated with reasonable confidence.

Results

As in previous analyses the data will be described first for the total sample, and then by differences in teaching assignments, school characteristics, etc.

THE PERCEIVED INTERPERSONAL COMPETENCE WITHIN THE SAMPLE AS A WHOLE. The data reflecting the principals' judgment as to the interpersonal competence of the first year graduates compared to other teachers in his or her school are summarized in Table 9. It is clear from these data that an unusually large proportion of first year graduates are seen by their principals as being among the most competent teachers interpersonally in their respective schools. Half of the twenty-two graduates studied were viewed as being among those most able to develop emotional relationships and rapport with pupils, and among those best liked by other teachers. Ninety percent of the graduates were viewed by their principals as being among those most able to handle pupils with tact and understanding, and among those most deeply concerned with the welfare of each child. On balance these must be viewed as unusually encouraging data for those responsible for the elementary preparation program at OCE, for a majority of even the first year graduates of the program apparently possess the interpersonal qualities needed to function successfully with pupils and colleagues.

Table 9. Percent Of First Year Teachers In The Total Sample Judged By Their Principals To Be Among The Most Competent In Their Interpersonal Relationships In Their Schools

ITEM	PERCENT		
	YES	NO	UNCERTAIN
Developing emotional relationships and rapport with pupils	50	20	30
Handling pupils with tact and understanding, most deeply concerned about the welfare of each child	90	5	5
Liked best by other teachers	50	40	10

Summary And Conclusions

The principal of each of the OCE graduates included in the on-site follow-up study was interviewed with respect to the interpersonal competence of the graduate. Three structured interview questions were asked the principal in this regard. The principal provided a simple YES, NO or UNCERTAIN answer to each of the questions asked.

The data coming from these interview questions were analyzed for the sample as a whole, and then on the various dimensions that have been the focus of previous analyses. On the basis of these analyses the following conclusions seem justified:

- Fifty percent of the graduates studied were judged by their principals to be among the best liked teachers in their respective schools, and among the most competent teachers in developing emotional relationships and rapport with pupils;
- Ninety percent of the graduates studied were judged by their principals to be among those teachers in the school most deeply concerned with the welfare of individual children, and the most competent in handling pupils with tact and understanding;
- Interpersonal competence does not seem to vary in the sample of teachers studied in primary-intermediate teaching assignment or by the size of school in which teaching occurs, but it does seem to vary by the rural-urban setting of schools; and
- Interpersonal competence is closely related to instructional competence, and the tendency to assume leadership/status positions in a school. Graduates who are viewed as being especially competent as instructors, and who have assumed high leadership/status positions, tend to be viewed by their principals as unusually adept in their interpersonal relationships.

Implications

The conclusions from the analysis on interpersonal competence seem to provide a great deal of support for the current OCE teacher education program. These data are interpreted as meaning that the personalization component of the program, which includes working with developing self awareness and an understanding of how one's behavior appears to others, has been effective.

An implication for future program planning is that of selecting students for entry into the OCE program. If it becomes necessary to employ a screening process to control entry and exit through the program data on interpersonal competence appears crucial to that decision. Given the apparent generic impact of interpersonal competence on the other competencies analyzed the importance of identifying that characteristic in students is crucial in admission decisions

Competence in the Performance of Designated Interpersonal Functions

A second, and more exacting set of data were collected in the on-site follow-up study on the interpersonal competencies of OCE graduates. This involved three separate sets of ratings as to the competence of the OCE graduate in performing specific interpersonal functions. One set of ratings was provided by the OCE observer following two separate observations periods of an hour or more during the day of visitation; one was provided by the OCE graduate; and one by the graduate's principal. The interpersonal functions assessed were:

- Relating to pupils about instructional matters;
- Relating to pupils about personal matters;
- Relating to colleagues; and
- Relating to parents and members of the broader community.

As in the case of the data reviewed earlier on competence in the performance of designated teaching functions, the specific interpersonal competencies assessed, and the procedures used in their assessment, were extensions of the competency assessment system used in the preservice elementary teacher preparation program at OCE. The assessment forms used by the OCE observer appear as CLUSTER IV in Appendix E; those used by the OCE graduate appear as 4.1 through 4.4 in Appendix F; and those used by the graduate's principal as 4.1 through 4.4 in Appendix G.

PERCEIVED COMPETENCE IN THE PERFORMANCE OF INTERPERSONAL FUNCTIONS WITHIN THE TOTAL SAMPLE. The perceived competence of the twenty-two graduates studied in the performance of interpersonal functions is provided in summary form in Figure 21. It will be seen from these data that the OCE graduates tend to be viewed by the OCE observer and their principals, as well as by themselves, as a solidly competent group of teachers so far as their competence

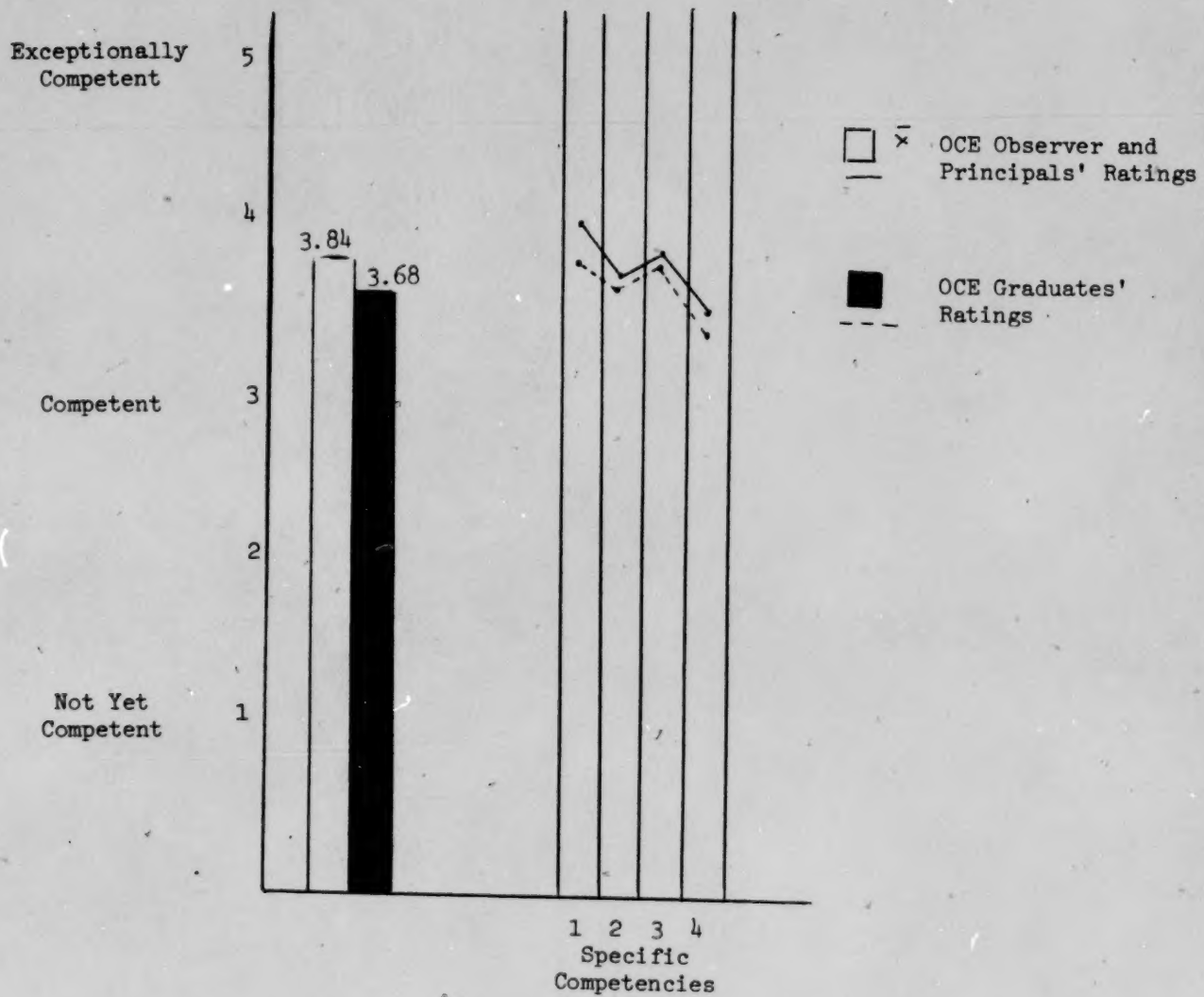


Figure 21. The competence of first year OCE graduates in the performance of interpersonal functions, as perceived by the graduate and OCE observer and graduate's principal

in interpersonal relationships is concerned. While the graduates tend to view themselves a bit more negatively in this regard than they are viewed by their principals and the OCE observer, the difference is slight as to be of little consequence. When individual teacher profiles are studied (see Appendix I) it will be seen that only four of the twenty-two graduates studied perceived themselves, or were perceived by others, to be less than fully competent in the performance of any of the interpersonal functions assessed.

In this regard, however, it is noteworthy that the interpersonal function that reflected least competence was that of "Relating to Parents and Members of the Broader Community," a competence that is unusually complex and one that requires development essentially after the graduate assumes a full time teaching position. No assessment is made of this competence in the preservice teacher preparation program at OCE, since students in the program have only limited opportunity to interact with parents and members of the broader community in relation to school matters. With such limited contact competence simply is unable to be learned.

Summary and Conclusions

On the basis of the analysis of interrater agreement within the three data sets, the ratings provided by the OCE observer and the graduate's principal were combined for one set of analyses. The OCE graduate's ratings were used separately in parallel analyses. Using these two data sets an analysis of the interpersonal competence of the sample as a whole was undertaken, followed by a variety of sub-analyses on dimension where differences in interpersonal competence might be expected. On the basis of these analyses the following conclusions seem justified:

- The large majority of OCE graduates included in the sample were seen by the OCE observer and their principals as being fully competent in the performance of interpersonal functions (only four of the twenty-two graduates observed in the on-site study were judged by the OCE observer and their principals to be less than competent in the performance of such functions)*;
- An equal number of graduates saw themselves as fully competent in the performance of interpersonal functions*;

- There was essentially complete agreement between the OCE observer, the graduate, and the graduate's principal as to which of the graduates were not fully competent and which were unusually competent in the performance of interpersonal functions*;
- The five graduates studied in the sample who were viewed by the OCE observer and their principals to be most generally competent as teachers reflected greater interpersonal competence across the four areas rated than did the five graduates studied who were viewed as being least competent generally as teachers;
- Competence in the performance of interpersonal functions did not vary appreciably by primary - intermediate teaching assignment, by size of school, or by school setting;
- Graduates who had classrooms judged to be complex/difficulty contexts within which to teach were judged consistently as less competent in the performance of interpersonal functions than graduates whose classrooms were judged to be easy contexts within which to teach; and
- Graduates identified as holding high leadership/status positions within their schools were judged by the OCE observer, their principal, and themselves as being more competent in their relationships with colleagues and parents than were graduates who had not assumed a leadership/status position within their schools. The quality of interpersonal relationships with children appears to be unrelated to the assumption of leadership/status positions within a school.

*See Figure 21

Attitudes, Plans And Interpretive Comments

In addition to obtaining judgments as to the competence of the graduates of the elementary program, information was sought with respect to the graduate's attitudes toward teaching and his or her plans for continuing in the teaching profession. Also, upon completing the on-site visitation, the OCE observer recorded whatever "interpretive comments" were upper-most in mind. Generally these pertained to the graduate's apparent satisfaction or dissatisfaction as a teacher, the response of children and colleagues to the graduate and the relationship between the graduate and his or her principal. The data from these various sources are summarized briefly in the paragraphs that follow.

Plans

During the interviews with the graduates before or after observation each graduate was asked the question: "What are your professional plans for the next five years or so?" Each principal was asked a similar question: "Do you think the OCE graduate will continue teaching for the next five years or so, if unforeseen circumstances do not arise?" All twenty-two graduates contacted in the on-site methodology reported they planned to continue in the profession, and all twenty-two of the principals of the graduates indicated they thought the graduate would continue in the profession! For this particular sample of first year graduates there seemed to be no evidence of the disillusionment with teaching that so often is reported on the part of first year teachers, nor any evidence of the high attrition rate typically expected of first year teachers.

Attitudes

Three questions were asked of each graduate that pertained to their attitudes toward and feelings about teaching:

Do you feel your performance as a teacher reflects your true capabilities as a teacher, or do you feel that for one reason or another your performance thus far has not been in keeping with your capabilities?

Are you finding the enjoyment and satisfaction in teaching that you thought you would find when you were still at OCE?

How do you feel at this point about the profession of teaching?

The graduate's principal was asked two questions along these same lines:

Do you think the OCE graduate is finding enjoyment and satisfaction in teaching?

How do you think the OCE graduate feels at this point about teaching as a profession?

The responses to these questions are summarized in Table 16.

Table 10. The Attitudes Of The OCE Graduate Toward Teaching And Being A Teacher, As Perceived By The Graduate And The Graduate's Principal

QUESTIONS	RESPONSES		
	YES	NO	UNCERTAIN/NO ANSWER
TO THE GRADUATE			
Question #1	15	3	4
Question #2	19	2	1
Question #3	22	0	0
TO THE PRINCIPAL			
Question #1	20	0	2
Question #2	20	0	2

Clearly, the attitudes that graduates of the elementary program hold toward teaching are overwhelmingly positive. All of the graduates studied reflected positive feelings about teaching at this point in their career;

nineteen of the twenty-two indicated they were finding the enjoyment and satisfaction in teaching they thought they would find when they were still at OCE; and all but two of the graduates studied were sufficiently clear in their reflections of such attitudes that they were viewed similarly by their principals.

Graduates tended to be less unanimous in their perception of the match between their performance as a teacher and their capabilities as a teacher, but even here fifteen of the twenty-two graduates were of the opinion they were teaching about as well as they were able to teach. Four were not sure, or provided no answer, and three were of the out-right opinion that they were not teaching in accordance with their abilities. The fact, however, that fifteen of the twenty-two graduates studied held the opinion that their performance was in keeping with their abilities is viewed as another measure of the success of the program, as well as a measure of the quality of the schools within which the graduates were placed as contexts within which to teach.

In passing it should be noted that two of the twenty-two graduates studied through the on-site methodology were not going to be rehired in their present positions. These were the two graduates who indicated they were not performing in accordance with the capability and they were not finding the enjoyment and satisfaction in teaching they thought they would find while enrolled as a student at OCE. They also were the two graduates about whom principals were unsure as to the enjoyment or satisfaction that was being achieved through teaching.

Characteristics Of The Contexts In Which The Sample Of OCE Graduates Were Teaching

In addition to obtaining a rating of the difficulty of the graduate's classroom as a context within which to teach the general characteristics of that context also were described. (The instrument used to describe these characteristics appears as Appendix H.) Information was obtained on the organization and use of space, the organization of instruction, the organization of teaching staff and aides, the availability of materials, the availability of additional instructional personnel, and the characteristics of pupils taught. So that OCE faculty and administrators can have as clear a picture as possible of the nature of the instructional contexts in which graduates of the institution are teaching this descriptive information is summarized in the pages that follow. The information is largely self-explanatory, so further comment about it will not be made.

Table 11. Characteristics Of The Schools In Which
OCE Graduates Are Teaching (N=22)

Organization Of Space	
Self-contained classrooms	20
Open classrooms	2
Children move among three rooms	1
A great deal of work space	2
Very limited work space	3
Hallways used for storage space	6
Hallways used for teaching small groups	2
Organization Of Instruction	
Largely individualized	5
Somewhat individualized	13
Some group-paced	10
Largely group-paced	8
Many commercially prepared materials	6
Few commercially prepared materials	2
Many teacher prepared materials	2
Learning Center available	1
Organization Of Teaching Staff And Aides	
Much team teaching	8
Little team teaching	7
No team teaching	2
Many aides	11
Few aides	2
Typically have one aide	6
Typically have a part-time aide	4
No aides	3
Instructional Personnel, Other Than Aides, That Assist OCE Graduates In Their Teaching	
Teacher of Music	17
Teacher of Reading	12
Teacher of Physical Education	6
Teacher of Speech	4
Librarian	3
Counselor	2
Resource Teacher	2
Teacher of Religion	1
Team Members in Mathematics	1

Table 12. Characteristics Of Classroom In Which
OCE Graduates Are Teaching

Organization Of Space	
Chairs/desks arranged into sub-groupings	8
Chairs/desks arranged into circle	4
Many projects/experiments on display	3
Some projects/experiments on display	8
Traditional grouping - one unit, rows	5
Eight person listening center	1
Learning center	1
Organization Of Instruction	
Individualized math	7
Individualized reading	6
Individualized spelling	2
Grouped math	10
Grouped reading	14
Other instruction group-paced	4
Availability Of Materials	
Many materials, easy access	7
Many materials, limited access	1
Few materials, easy access	1
Few materials, limited access	1
Some (adequate) materials, easy access (texts, dictionary, encyclopedia, games)	9

Table 13. The Characteristics Of Pupils Taught By Graduates Of The JOCE Elementary Teacher Preparation Program, And The Perceived Difficulty Of Their Classroom As Contexts In Which To Teach

GRADUATE	NUMBER			ABILITY		SOCIO-ECONOMIC LEVEL		ETHNIC BACKGROUND	DIFFICULTY OF CONTEXT
	Boys	Girls	Total	Gifted	Handicapped	Above Average	Below Average		
1	9	8	17	--	--	1	6	--	3
2	8	7	15	2	--	--	6	--	3
3	6	13	19	3	2	4	3	--	3
4	--	--	--	--	--	--	--	--	3
5	12	9	21	1	--	--	3	Cambodian - 1 E. Indian - 1	3
6	10	11	21	2	2	21	0	Mex. Amer - 2	3
7	8	1	9	--	9	2	7	--	3
8	15	8	23	2	--	3	20	Spanish - 1	4
9	12	5	17	1	3	--	10	--	4
10	14	11	25	1	5	--	12	--	3
11	12	11	23	--	1	--	--	Mex. Amer - 7	4
12	14	8	22	1	1	2	1	--	3.5
13	12	9	21	--	--	--	--	--	3
14	13	9	22	4	5	10	10	Mex. Amer - 5	4
15	13	16	29	3	8	--	10	--	3
16	7	12	19	--	--	1	18	Indian - 2 Mex. Amer - 8	3
17	16	12	28	3	1	4	8	Mex. Amer - 2	4

Table 13 (Continued)

GRADUATE	Boys	NUMBER		ABILITY		SOCIO-ECONOMIC LEVEL		ETHNIC BACKGROUND	DIFFICULTY OF CONTEXT
		Girls	Total	Gifted	Handicapped	Above Average	Below Average		
18	11	12	23	3	3	2	4	--	2.5
19	11	10	21	2	3	1	6	--	2.5
20	9	10	19	--	--	14	5	Mex. Amer - 1	3
21	8	7	15	--	--	4	3	--	2
22	19	8	27	--	2	--	--	--	4

PART II. THE PERCEIVED CONTRIBUTION OF THE
OCE ELEMENTARY PREPARATION PROGRAM TO THE
GRADUATES' PRESENT LEVEL OF COMPETENCE

At the same time that graduates were asked to judge their competence as teachers they also were asked to judge the extent to which the preparation program at OCE contributed to their present level of competence with respect to the competence being rated. This included a judgment as to the extent the program at OCE contributed to the graduates' ability to bring about content and attitudinal outcomes in children, as well as the performance of designated teaching functions. These judgments are presented in this section of the report.

Since these judgments were provided only by the OCE graduate there is no way in which their reliability can be determined. Unquestionably they are subjective and general. On the other hand they are reasonably well focused, and they are provided in light of an immediately preceding self-judgment as to competence in the area being rated. They also are of general interest to those responsible for program development at OCE. As a consequence, even though the trustworthiness of the data can never be known, they will be taken at face value in the analyses that follow.

The data coming from the graduates' ratings of OCE contribution to competence are summarized under two separate headings. The first data with the perceived contribution of the OCE program to competence in performing designated instructional functions, interpersonal functions, and related professional responsibilities. The second deals with perceived contribution relative to achievement of desired content and attitudinal outcomes in pupils. Both involve data sets that were introduced to the reader in PART I of the report. The forms used for making these ratings appears as part of Appendix F.

Perceived Contribution Of The OCE Elementary
Preparation Program To The Competence OF OCE Graduates In
Performing Designated Instructional Functions, Interpersonal
Functions, And Related Professional Responsibilities

In PART I of the report competence in the performance of these various functions involved in teaching were treated separately. For purposes of brevity, and also as a means of highlighting the differences that exist within the data with respect to the various competency areas assessed, they are treated collectively in the analysis that follows.

After analyzing the graduates responses several conclusions, identified in the following section, were drawn. Several other analyses were performed but the lack of differences found between groups (large-small school, primary-intermediate teachers, etc.) seemed less important to bring to the reader's attention.

1. The program appeared to have most direct influence on the graduate's ability to (a) define desired learning outcomes and indicators; (b) assess the standing of pupils in relation to desired outcomes; (c) assess achievement of desired learning outcomes; and (d) use pupil outcome data to plan next steps.
2. The program appeared to have least impact upon (a) the ability of graduates to manage instructional transitions and terminations; (b) their ability to deal with disruptive events; and (c) all of the interpersonal and related professional competencies assessed.
3. The program seems to have very little impact upon the ability of graduates to (a) relate to pupils about personal matters; (b) relate to colleagues; (c) relate to parents and members of the broader community; (d) manage non-instructional activities; (e) meet work schedule demands; (f) keep the learning environment functional and appealing; and (g) assume leadership responsibilities within a school.

PART III. PERCEIVED STRENGTHS AND WEAKNESSES IN THE
OCE ELEMENTARY TEACHER PREPARATION PROGRAM, AND
RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Each graduate contacted in the follow-up study, as well as the graduate's principal, was interviewed relative to perceived program strengths and weaknesses. The OCE graduate was asked the following question:

In retrospect, what do you feel to be the greatest strengths and weaknesses of the elementary teacher preparation program at OCE?

Strengths

Weaknesses

What changes would you recommend in the elementary program at OCE to improve it?

The principals were asked the same two questions, though the first question was modified to read "On the basis of your experience as a principal, and on the basis of whatever you know about the elementary program at OCE, what do you feel to be the greatest strengths and weaknesses of that program?" In addition each graduate was asked to rate the extent to which selected courses were useful in teaching. The responses to these various questions are summarized separately in the pages that follow. The interview guide used with both the graduates and the graduates' principals in relation to these questions appear as Appendix L.

Because of the nature of this particular set of data the responses of the graduates and principals contacted through the mail-telephone methodology have been added to the responses of those contacted through the on-site methodology. As a consequence the data reported come from the responses of thirty-five graduates and their principals, rather than the twenty-two whose data have been reported thus far.

Perceived Strengths Of The Program

Perceptions Of The OCE Graduates

The responses of the graduates to the question about program strengths are shown in Table 14.

Table 14. Graduates' Perception Of Strengths In The
OCE Elementary Teacher Preparation Program

Block program	18
Laboratory settings/classroom experiences generally	12
Supervisory process and approach	9
Student Teaching	8
Emphasis on competence	3
The assessment forms	1
Placement services	1
Specific courses (Mathematics for Elementary Teachers, Art, Music, Health and P.E., Psych 225, the Teaching Of Reading)	1

Perceptions Of The Graduates' Principals

The responses of the principals to the question about program strengths are shown in Table 15.

Table 15. Principals' Perception Of Strengths Of The
OCE Elementary Teacher Preparation Program

Caliber of teachers produced	10
Block program	6
Field experiences generally, including student teaching	4
Personal interest in students and the ability to deal with individual differences	3
The ability to carry out short- and long-range planning	3
Emphasis on competencies to be demonstrated	3
The follow-up study	3
Cooperation between the college and schools	2
Strength of background in the teaching of reading	1
Placement office	1
Not familiar with the program	2
No answer	2

Perceived Weaknesses Of The Program

Perceptions Of The OCE Graduates

The responses of the graduates to the question about weaknesses that exist within the elementary preparation program are shown in Table 16.

Table 16. Graduates' Perception Of Weaknesses In The
OCE Elementary Teacher Preparation Program

Preparation for the teaching of reading	7
Supervisor availability, interest and willingness to communicate	4
Not enough practical application and laboratory experience	3
Not enough emphasis on classroom management/discipline	3
Many classes in content areas not geared to teaching at the elementary level	3
Supervisors inconsistency in demands or points of emphasis	2
Too many demands in the block and student teaching programs	2
Music 381-382	2
Science and the science curriculum	1
Health	1
Not enough information about what to do before school starts	1
Not enough required of students by instructors	1
Not enough non-rated evaluations	1
No realistic information provided about job opportunities	1
No information about role of professional organizations and negotiations in today's schools	1
No weaknesses in the program	1
No answer	2

Perceptions Of The Graduates' Principals

The responses of the principals to the question about weaknesses that exist within the elementary preparation program are shown in Table 17.

Table 17. Principals' Perception Of Weaknesses In The
OCE Elementary Teacher Preparation Program

Preparation for the teaching of reading	6
Ability to handle classroom management/discipline problems	4
Preparation to teach mathematics	3
Preparation to teach career education	3
Preparation to teach social science and science	2
Lack of preparation in school law/collective bargaining	2
Lack of information about federal regulations, and professionalism generally	2
Too many students in the elementary program to be properly supervised with the number of supervisors available	2
Lack of elementary teaching experience by some OCE professors	1
Some students in the program do not seem to be sure about what should be happening with the children	1
No weaknesses in the program	2
Unfamiliar with the program	2
No answer	5

The Extent To Which Selected Courses Were Helpful In Mastering Content To Be Taught

To get some idea of the extent to which graduates felt courses taken at OCE were helpful in preparing them to teach the subject matter areas they are not teaching, they were asked to rate various courses taken at OCE in this regard. Toward this end all courses required of elementary majors under the present curriculum structure at OCE were listed, and the extent to which they were judged to be helpful or not helpful was to be indicated. The responses to this inquiry are presented in Table 18.

A related inquiry had to do with the extent to which graduates found the liberal arts core courses taken at OCE to be of value in their teaching and in their every day living. The answers they gave to both questions are encouraging:

The perceived value of the liberal arts core courses to your teaching

Little 5 Some 13 Much 10 No Answer 7

The perceived value of the liberal arts core courses to your every day living

Little 3 Some 13 Much 13 No Answer 6

The Extent To Which Selected Courses Were Helpful In Mastering Teaching Strategies And Skills

Graduates were asked to rate five courses in this regard. Four of the courses had been taken by the majority of graduates included in the study. One had not, for it had been introduced to the new curriculum for elementary majors at the college at a point in time which permitted only a few of the graduates included in the study to have taken it. The graduates' perception of the helpfulness of these various courses in mastering the strategies and skills of teaching are reported in Table 19.

Table 18. Graduates' Perception Of The Helpfulness Of Selected
OCE Courses In Mastering Subject Matter The Graduate
Is Now Having To Teach

Courses	Didn't Take	Great Help	Some Help	Little Help	No Help	No Answer
Art 323	2	7	9	10	4	3
Ed. 351 (School Health)	1	8	11	9	3	3
Ed. 344 (PE)	2	17	12	--	3	1
Eng. 480 (Children's Lit.)	7	23	5	--	--	--
Sp. 240 (Creative Drama)	21	11	1	1	--	1
Eng. 110 (Intro to Language Study)	29	1	1	3	1	--
GS 311 (Biological Science)	19	2	9	1	3	1
GS 312 (Physical Science)	18	5	5	4	2	1
GS 313 (Earth Science)	17	4	8	1	2	3
MTH 121, 122, 123 (Essentials of Math)	3	8	12	4	6	2
MTH 311 (Elementary Teachers)	--	12	13	4	5	1
Mus 382 (Fundamentals)	--	9	19	4	2	1
SSC 301, 302, 303 (Social Science for Elementary Schools)	31	2	1	--	--	1

Table 19. Graduates' Perception Of The Helpfulness Of Selected
OCE Courses In Mastering The Strategies And Skills The
Graduate Is Now Having To Rely Upon In Teaching

Courses	Didn't Take	Great Help	Some Help	Little Help	No Help	No Answer
Psych. 225	9	6	12	4	1	3
Ed. 361 (including lab)	--	24	9	--	--	2
Ed. 362 (including lab)	2	26	6	--	--	1
Ed. 473	21	5	5	2	--	2
Ed. 413 (Student Teaching or Interning)	3	30	--	2	--	--

Recommendations For Program Improvement

Recommendations By The OCE Graduates

The responses of the graduates to the question about recommendations
for improvement within the elementary preparation program are shown in
Table 20.

Table 20. Recommendations From Graduates For
Improving The OCE Elementary Teacher
Preparation Program

Upgrade the content of courses offered in areas to be taught	9
Offer course work dealing with professional organizations, bargaining, recording keeping, grading	8
Increase laboratory time	5
Increase quality of classroom supervision and campus-based instruction	3
Require more work in teaching of reading	2
Require more work in classroom management	2
Require work in first aid	2
Make the "September experience" mandatory	2

Recommendations From Principals

The response of the principals to the question about recommendations for program improvement are shown in Table 21.

Table 21. Recommendations From Principals For Improving
The OCE Elementary Teacher Preparation Program

Add more emphasis on the teaching of reading	4
Offer course work in school law, acquaintance with the new Minimum Standards, collective bargaining, and the ethics of teaching	4
More emphasis on classroom management and the handling of disruptive behavior	3
Better preparation for the teaching of career education	2
Better preparation for the teaching of mathematics	2
Better preparation for the teaching of health	2
Greater exposure to "alternative models" of teaching	1
Better screening of students in terms of personality factors, for example, flexibility, attitude, willingness to work with staff	1
Stress long-range planning, cross-grade planning and simplified lesson planning	1
Improve the inservice program for school supervisors	1
Clarify the relationship between the roles of college and school supervisors	1
Encourage superintendents to visit student teachers	1
Reduce the number of teachers being graduated	1
Make no changes	1
Unfamiliar with the program	1
No Answer	1

CONCLUSIONS AND IMPLICATIONS

The data in the follow-up study support the assumption that the greatest strength of the OCE elementary program lies in the ability of the graduates to perform in a competent and professional manner in public classrooms. While this may be viewed as a somewhat narrow vocational goal and in the mind of some radicals may even constitute a negation of the futuristic or leadership role of the college, none-the-less, the capability of students to carry out their assigned functions stands as a highly significant contribution of the college. The perceived strengths and weaknesses section further emphasized that the students feel that the component of the program in which they gain major aid in attaining competency is the Elementary Block program. The integration of content and actual practice plus a strong supervisory and personalization component appear to be the elements seen by the graduates as contributing most to their competence.

The support for the high caliber of teachers graduating from the program is again picked up by interviews with the principals included in the follow-up study. The principals' perception of strengths tend primarily to be those that are oriented toward the vocational demands placed on the graduates.

The perceived weaknesses of the program tend to reflect a desire for more capability in the teaching of reading. This is a long and persistent response to follow-up studies of most programs. While it may, to some degree reflect inability of students to function it also includes the sense of frustration by most practitioners in public school education, stemming from the inability to assist a certain portion of the elementary

school population in developing high level reading skills. The perceptions of weaknesses beyond this specific statement reflect generally a less than ideal carrying out of the various practical and vocational functions seen as important both by the beginning teachers and by their principals. Close behind problems in reading, comes the second long standing criticism of teacher preparation. This usually is labelled as either problems in classroom management, or discipline. It seems the graduates of the OCE program have many of the problems typical of beginning teachers which tend to emerge as behavior or discipline or management problems within the classroom.

The graduates had a highly positive view of the value of the liberal arts core, both to their teaching and to their every day living. It would appear that the majority of the graduates are able to discover important meanings and benefits from the liberal arts core. This data would suggest that the strong vocational interest typical of OCE students does not exclude the value of liberal arts as a part of their four year program, and they are willing to support it according to the data in the follow-up study.

The courses referred to in Table 18 are called Teaching Specialty courses. They are required of all elementary majors and are designed to teach the content of the elementary school curriculum. The graduates' responses to the value of these courses would suggest the need for some examination of the relevance of the course in art, in school health, in English 110, the three courses in science for the elementary teacher and math fundamentals. The responses do not indicate simple negativeness toward these courses, but in comparison these tend to fall at a lower place in the scale. There is further some suggestion that the graduates assigned to primary positions see less value in the courses than those assigned to intermediate positions. This could either be a function of the expectancy

of the primary teacher or a function of the course content not relating well to very young children.

There is not now in existence a formalized system of gaining pupil feedback either during or directly at the end of these courses. It would seem advisable that such a process be developed. Long-range feedback can have certain suggestions about the perceived value of given courses, but furnishes little help as to what specific changes should be made. A shorter loop on feedback would be of greater value to the instructors. There is no evidence that students preferred to eliminate certain of these courses from the list of requirements however, the question was not asked in any direct way in the follow-up. The general suggestion would be if the courses are to be maintained as part of requirements, a thorough examination of the content and the process should be made to assure that the courses designated as covering the content of the elementary curriculum are organized in a way that this function is carried out.

The second category of courses required are those to assist students in the strategies and skills of teaching. The Table 19 is slightly misleading in that the content of both Psychology and Reading are included in the courses in this table. The general response of those students taking the courses was relatively high for the courses named, especially for the Ed. 361 and 362, which received all marks of great help or some help. The course Psych 225 was marked as little or no help by some students. Ed. 473 and Student Teaching similarly was marked as little help by two students. The data collection process does not permit an analyses of the problems or limits connected with this experience. It's entirely possible that some of the students expect Psych 225 to deal in a much more direct and prescriptive way with classroom teaching than the course is designed to do. In general, the student's perception of the courses in Table 19 was positive and high.

The final section dealt with recommendations for improvement. The

recommendations for the most part, grew directly out of the analysis of courses previously discussed. Some worthy of additional comment would be those referred to in Table 20, which suggest the need to deal with the professional organizations, bargaining and the broader context in which the teachers work. Discussion earlier in the report picked up on this point as well. The term "up-grade the content" is not of great value in attempting to improve the program. Table 21 in the recommendations from the principal again suggests the need to deal with the extended responsibilities of teachers, with reading, classroom management and beyond this is a series of random comments usually reflecting a perceived weakness in one graduate of the program. The general ideas and willingness of the graduates and principals to respond to the follow-up study would suggest that the college should devote a reasonable amount of time and energy in studying the report and in working with each other in attempting to discover ways of improving the elementary program at OCE and beyond this of improving the assessment and data collection that furnishes cues to the professional staff as to how to go about making those improvements.

REFERENCES

- Garrison, J.H. and Girod, G.R. Report Of The 1975 OCE Follow-Up Program: Elementary Education Graduates. The OCE--TR Center For Competency Based Education, 1975. Mimeographed.
- Girod, G.R. and Schalock, H.D. Computer Applications In The Competency Based Elementary Teacher Preparation Program At OCE: A Progress Report. A paper presented to a conference held at the University of Wisconsin on Computer Applications In Competency-Based Education, October, 1974.
- Schalock, H.D. and Kersh, B.Y. Alternative Approaches To The Design Of Follow-Up Studies For Graduates Of Teacher Preparation Programs, With Some Evidence As To Their Costs And Benefits. The OCE-TR Center For Competency Based Education, 1976. In preparation.
- Schalock, H.D. and Girod, G.R. The Oregon College of Education-Teaching Research Paradigm For Research On Teacher Preparation. In George R. Dickson (Ed.) Educational Comment. Research And Evaluation In Operational Competency-Based Teacher Education Programs. College of Education, University of Toledo, 1975.
- Schalock, H.D., Kersh, B.Y. and Garrison, J.H. From Commitment To Practice: The OCE Elementary Teacher Education Program. Washington, D.C.: The American Association For Colleges of Teacher Education, 1976.
- Schalock, H.D. Closing the Knowledge Gap: CBTE Programs as a Focus of and Context for Research in Education. A position paper of the consortium of CBE Centers. Published by the Multi-State Consortium for Performance-Based Teacher Education, Syracuse University, 1975.
- Schalock, H.D., Fontana, P.H. and Yee, C.A. Correlates Of Performance In Short-Term (2-5 days) And Extended (2-5 weeks) Full Responsibility Teaching. A Preliminary Report. The OCE-TR Center for Competency Based Education. October, 1976. Mimeographed.
- Schalock, H.D., Kersh, B.Y., Girod, G.R., Garrison, J.H., Myers, K., and Yee, C.A. Costs And Benefits Associated With Two Approaches To The Follow-Up Of Graduates Of Teacher Preparation Programs, One Relying On On-Site Observation And One Relying On Mail And Telephone. The OCE-TR Center For Competency Based Education, 1976. In preparation
- Smith, K.E. and Sandler, H.M. Bases Of Status In Four Elementary School Faculties. American Educational Research Journal, Vol II, No. 4, pp 317-331

LETTER TO GRADUATE
AND
ACCOMPANYING PACKET OF MATERIALS

OCE LETTERHEAD

ON-SITE VISITATION

OCE GRADUATE

Dear _____:

OCE is starting this year a follow-up study of teachers who graduated from the elementary program in 1975. Forty-eight teachers have been selected randomly for inclusion in the study. Twenty-four will be visited personally, and twenty-four will be contacted by mail and telephone. You have been identified as one of the 24 graduates to be visited by an OCE faculty member.

This letter and the packet of materials accompanying it will explain the study, and your part in it, if you choose to participate.

There are many reasons why OCE needs to have good follow-up information on its graduates. We need follow-up information, for example, to know how to improve our teacher preparation programs. We also need it to be able to demonstrate to the citizens of Oregon that OCE graduates are successful as teachers, and that the College therefore is doing its job as a teacher preparation institution.

In order to obtain the kind of information needed for these various purposes the College, starting this year, plans to follow the progress of a sample of its graduates during their first five years of teaching, and then again after they have been teaching for ten or so years. A pilot study conducted last spring tested the procedures to be used in the study, and demonstrated their feasibility.

Your principal probably has contacted you already about taking part in the study, and about this letter coming to you. Our Field Services office called your principal about the study a number of days ago. On the basis of that conversation (he/she) gave permission for us to contact you. This letter, and the accompanying packet of materials, attempt to explain what is involved in the study in sufficient detail that you will be able to decide whether you wish to participate in it.

Your principal has received a similar packet of information, including a copy of this letter to you. Arrangements have also been made to talk with both of you by telephone to answer questions you may have about the study. We sincerely hope you will participate, and encourage you to talk with your principal about it.

The study is designed so that you prepare some information prior to my visit. We will review this information while I am at your school, and I will collect additional information as well. The information to be prepared prior to my visit is described on the GREEN pages in the packet; the data collection activities in which you will be involved while I am at your school are described on the BUFF page.

Directions are provided in the green pages for using the various forms that you will find in the packet. I will bring the observation forms and interview guides that will be used in collecting additional information during the site visit.

Because the visitation day will be full to the brim we have worked out a tentative schedule of activities for the day (see the BLUE page in the accompanying materials). A specific schedule will have to be worked out between you and me, of course, when I arrive on the day of the visit to fit your particular schedule and classroom circumstance. Generally speaking, however, the day will go as follows:

- . Time will be spent before school in becoming familiar with the building, meeting pupils and colleagues, and working out a schedule for the day;
- . I would like to observe you teach twice during the course of the day, preferably once in the morning and once in the afternoon, with each observation lasting 30 to 60 minutes;
- . I will use an assessment form of the kind now in use with student teachers, but tailored to fit first year teachers, as a guide to these observations. I will discuss with you whether the kinds of things that were observed during the day were typical or atypical;
- . I would like also to talk with you near the end of the day about the learning outcomes you have achieved with pupils, feelings you have about being a teacher, and plans you have about teaching in the future. We also need your perception of the strengths and weaknesses of the elementary preparation program at OCE, including what you would recommend for its improvement; and
- . I will need to spend some time with your principal to talk about you and your work this year. Information coming from this conversation will be shared with you.

I would like also, if possible, to spend some time talking with some of your pupils and with two or three of your colleagues. I would do this only with your permission, however, and only after you had arranged for such conversations. If you would like me to share with you information that comes from these discussions, I would be happy to do so.

When the Field Services office contacted your principal about the study an arrangement was made for me to call you after you had received this letter and had an opportunity to read the materials that accompany it. Unless I hear otherwise I will call at (time), on (day) the (date). I will try to answer any questions that either you or your principal have about the study at that time, and will be able to get your decision about taking part in the study as well.

Again, I think you and your principal should talk about the study, and what it will involve, before I call. In this way you can be reasonably clear about questions to ask, and fairly well decided about participating or not participating.

I'm looking forward to talking with you on the (date).

Cordially,

(name of the OCE faculty member
that is to carry out the site visit)

:js

cc:(name of principal)
(Elementary school)

Dr. Ken Myers
Director of Field Services
Oregon College of Education

P.S. All of the information we collect in the follow-up study, of course, will be held in the strictest of confidence. No one in your school other than you and your principal will have access to the information, and we have no intention of writing a report in which you or your principal could ever be identified.

PURPOSES TO BE SERVED BY THE FOLLOW-UP
STUDY OF OCE GRADUATES

1. Find out how OCE graduates are doing as teachers, including specific strengths and weaknesses, so that the college can modify its teacher preparation programs accordingly. This same information will let us see how successful OCE is in preparing teachers, and will let us say to the people of Oregon how successful OCE is as a teacher preparation institution.
2. Provide some degree of encouragement and help to our graduates by letting them know that we care about how they do after they leave the college.
3. Provide an opportunity for teachers and principals to suggest changes that need to be made in the teacher preparation programs at OCE.
4. Allow us to keep abreast of changes occurring in education in Oregon, and the implications of these changes for teacher preparation programs at OCE.
5. Help teachers and principals find ways of assessing competence that are helpful to both the teachers and principals involved, and at the same time provide evidence of competence that is acceptable to those who want to see such evidence. We think the kind of information we will be collecting in the follow-up study of OCE graduates points the way toward the development of this kind of assessment system.
6. Finally, the study will allow a number of important research questions to be answered, for example, the extent to which it is possible to predict success in teaching from performance as a teacher while still in college, or the extent to which the context in which teaching occurs influences the success a teacher is likely to experience.

INFORMATION TO BE PREPARED PRIOR TO AN
OCE FACULTY MEMBER'S VISIT TO YOUR SCHOOL

Characteristics Of The
Setting In Which You Teach

The circumstances under which you teach, including the characteristics of the children you are teaching, have a great deal to do with the success you have in teaching and how you feel about teaching generally. So that we may know something of the context in which you teach please fill out the BUFF colored pages enclosed. The college faculty member will want to discuss this information with you at the time of the site visit, and will pick it up then.

An Evaluation Of Your Own Strengths And
Weaknesses As A Teacher, And The Strengths And
Weaknesses Of The Elementary Program At OCE

We believe that your own perception of your competence as a teacher is in many ways the most important single piece of information that we will collect in the follow-up study. You know better than anyone else what you do and how well you do it. You also know better than anyone else how well the elementary program at OCE prepared you to do what you find now you must do as a teacher.

We are asking, therefore, that you fill out the attached PERSONAL EVALUATION AND PROGRAM DESIGN SURVEY (the LONG WHITE pages). The competence areas listed on the form are essentially those that will be reviewed with you by the college faculty member after observing your teaching. (You will also recognize them as being very similar to the assessment forms used when you were a student teacher.) These forms also will be picked up by the college faculty member at the time of the site visit.

Achieving Desired Pupil Outcomes

It is our belief at OCE that the ultimate measure of a teacher's competence is the ability to bring about desired learning outcomes in pupils. As a consequence we are asking you to summarize in whatever way you think appropriate the success you have had in bringing about learning outcomes in pupils. We realize that the time you have to prepare such information is limited, but we would like you nevertheless to pull together whatever you can about learning outcomes achieved over the year. If it would be better for you, concentrate only on outcomes achieved during a single term, for example, winter or spring.

In responding to this request feel free to make use of any and all kinds of information you have about outcomes achieved. Tests you have given on knowledge gained or attitudes changed through units of instruction are as appropriate, if not more appropriate, than standardized measures of achievement. You should also feel free to include information

on any and all kinds of learning outcomes you have assessed (see the attached definition of outcomes currently being used by OCE elementary students to guide instructional planning and evaluation). Measures of change in social skills, enjoyment of school, and feelings about self are as important to report as measures of change in reading or writing skills or measures of content mastery in science or social studies or health. Include as many examples as you can of the actual tests and measures used in getting evidence of the learning outcomes being reported.

The college supervisor will go over these materials with you during the day of the site visit so don't feel compelled to prepare an elaborate written summary. Assemble what you can in the time you have available that will give as clear a picture as possible of the kinds of learning outcomes you are working toward, and the kind of success you have had in achieving them, and let it go at that.

OUTCOME DEFINITIONS BEING USED CURRENTLY IN THE ELEMENTARY PROGRAM AT OCE AS GUIDES TO INSTRUCTIONAL DESIGN

Knowledge Outcomes

Learning outcomes that involve knowing about something. Considered typically as "cognitive" outcomes, or "content" outcomes. Examples include being able to name or identify letters in the alphabet; being able to list important names or dates; being able to restate the essential content or idea of what has been read; being able to provide evidence of familiarity with a particular concept; principle or law.

Cognitive Skill Outcomes

The use of knowledge, sensitivities or enabling skills to solve intellectual problems or obtain new knowledge, sensitivity or skill. Also considered typically as cognitive outcomes, but more importantly as "process" outcomes. Examples include the ability to read; solve arithmetic problems; write coherent and meaningful stories; follow directions; apply such "process" skills as analysis, evaluation, interpretation, synthesis, generalization.

Psychomotor Skill Outcomes

The use of the body, and/or one or more of its parts, to achieve designated outcomes. Examples include walking; running; pronouncing the various sounds involved in a language; performing the movements required in a particular sport; using scissors to cut out forms; playing a musical instrument.

Social Skill Outcomes

The use of knowledge, sensitivities or enabling skills in relating to others, or in solving problems that involve relationships with others. Examples include playing with other children; sharing with others; helping others; working effectively in problem solving groups; forming friendships; showing consideration for the feelings of others.

Attitudinal Outcomes

A general label for the feelings that pupils have about objects, events, ideas, and/or circumstances. Typically referred to as "affective" outcomes. Includes outcomes identified as values, commitments, feelings, and emotions. Examples include the reduction or redirection of anger; the reduction of unfounded prejudices; increasing the enjoyment found in a particular kind of activity; developing an appreciation of the worth of a person or idea; increasing the strength of one's commitment to a purpose or idea; the elimination of unwarranted fears or anxieties.

DATA COLLECTION ACTIVITIES IN WHICH YOU WILL BE INVOLVED
DURING THE OCE FACULTY MEMBER'S VISIT TO YOUR SCHOOL

Observation Of Your Teaching

The OCE faculty member will observe you teach on two occasions, once in the morning and once in the afternoon, for 30 to 60 minutes on each occasion. Observation will be guided by a set of forms that resemble the assessment forms used by OCE faculty in student teaching.

Review Of Teaching Performance

At the end of the day the OCE faculty member will review with you his or her observations about your teaching. Information will also be sought from you at this time as to how typical the day's activities and events were, and how typical your reaction to them was.

Review Of Materials Prepared
Prior To The Site Visit

All of the materials prepared prior to the site visit will be reviewed with you at some point during the course of the day, though most attention will be given to your perceptions of your own competence as a teacher and to the information that you have prepared on learning outcomes in pupils. These materials are of critical importance to the follow-up study, and care will be taken to see that adequate time is set aside for their review.

Discussion Of Other Matters

We hope to obtain information on a number of additional topics that we assume are of importance to you, and are of considerable importance to us. These include:

- . Some sense of whether you feel your performance as a teacher is in keeping with your capabilities as a teacher, or whether you feel for one reason or another that your performance thus far has not been in keeping with your capability;
- . Some sense of the attitudes or feelings you have about teaching and being a teacher, as well as some sense of your plans for the future with respect to teaching;
- . Your perception of the strengths and weaknesses in the elementary teacher preparation program at OCE in light of your experience as a teacher; and
- . Your recommendations as to how the elementary program at OCE might be strengthened.

A PROPOSED SCHEDULE OF ACTIVITIES FOR EACH SCHOOL VISITATION IN THE OCE FOLLOW-UP STUDY

	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm
Getting acquainted, meeting pupils and colleagues, and becoming familiar with the building	x	x								
Observation #1		x	x							
Coffee break			x	x						
Discussions with children (optional; subject to teacher approval)			x	x						
Interview with principal				x	x					
Lunch and interview with colleagues (optional; subject to teacher approval)					x	x				
Observation #2					x	x				
Organization of information and preparation for teacher interview							x	x		
Interview with teacher								x	x	

LETTER TO PRINCIPAL
AND
ACCOMPANYING PACKET OF MATERIALS

OCE LETTERHEAD

ON-SITE VISITATION

PRINCIPAL

Dear _____:

Thank you for permitting us to get in touch with (first name of teacher) about participating in the OCE follow-up study. Dr. (OCE faculty member) has written (her/him) about the study, and will be in touch with you both by means of a conference call at (time) on (day) the (date). A copy of the letter that has been sent to (first name of teacher) is attached.

As promised I am enclosing several items of information about the study:

- . A brief statement of the purposes to be served by the study;
- . A summary of tasks and activities associated with the OCE follow-up study that involve the principal;
- . A projected schedule of activities for the day of the site visit (this, of course, will need to be adapted to fit circumstances in each school).

They provide a reasonably good overview to the study, and should help you decide whether you and (first name of teacher) want to be a part of it. I have also enclosed a copy of the Teacher Evaluation and Program Design Survey that you are to complete prior to the visit of the OCE faculty member.

We recognize that taking part in the study will be an added burden to both of you, but we hope that you can see your way clear to do so. We think that participating in the study will be a valuable experience for (first name of teacher), and we hope it will be of some worth to you. However you decide, know that Dr. (OCE faculty member) is looking forward to talking with you on the (date).

Thank you again for your willingness to consider taking part in these activities. They are important to the college, and we think to education and teacher education in Oregon as a whole.

Cordially,

Dr. Ken Myers
Coordinator of Field Services

KM:js
cc:Dr. (name of OCE faculty member to visit)

P.S. All of the information we collect in the follow-up study, of course, will be held in the strictest of confidence. No one in your school other than you and the OCE graduate who is the focus of the study will have access to the information, and we have no intention of writing a report in which you or the OCE graduate could ever be identified. We do hope to be free, however, to share with (first name of teacher) the information you provide about (him/her), or have you share it with (him/her).

PURPOSES TO BE SERVED BY THE FOLLOW-UP
STUDY OF OCE GRADUATES

1. Find out how OCE graduates are doing as teachers, including specific strengths and weaknesses, so that the college can modify its teacher preparation programs accordingly. This same information will let us see how successful OCE is in preparing teachers, and will let us say to the people of Oregon how successful OCE is as a teacher preparation institution.
2. Provide some degree of encouragement and help to our graduates by letting them know that we care about how they do after they leave the college.
3. Provide an opportunity for teachers and principals to suggest changes that need to be made in the teacher preparation programs at OCE.
4. Allow us to keep abreast of changes occurring in education in Oregon, and the implications of these changes for teacher preparation programs at OCE.
5. Help teachers and principals find ways of assessing competence that are helpful to both the teachers and principals involved, and at the same time provide evidence of competence that is acceptable to those who want to see such evidence. We think the kind of information we will be collecting in the follow-up study of OCE graduates points the way toward the development of this kind of assessment system.
6. Finally, the study will allow a number of important research questions to be answered, for example, the extent to which it is possible to predict success in teaching from performance as a teacher while still in college, or the extent to which the context in which teaching occurs influences the success a teacher is likely to experience.

A SUMMARY OF TASKS AND ACTIVITIES ASSOCIATED WITH
THE OCE FOLLOW-UP STUDY THAT INVOLVE THE PRINCIPAL

Tasks And Activities That Precede
Involvement In The Study

- . Decide with the OCE graduate whether to participate in the follow-up study.
- . Confirm participation or non-participation with an OCE faculty member by telephone.

Tasks And Activities That Follow
From A Decision To Participate

- . Respond to the Teacher Evaluation and Program Design Survey (enclosed)
- . Take part in an interview with the OCE faculty visitor about the topics listed below.

* * *

TOPICS TO BE COVERED IN INTERVIEW
WITH THE OCE FACULTY VISITOR

1. Your perception of the OCE graduate's competence and leadership ability generally.
2. Your perception of the OCE graduate's attitudes or feelings about teaching, about self as teacher, and about plans for teaching in the future.
3. Experiences during the year that seem to have influenced the OCE graduate's competence, attitude or style of teaching.
4. A review of strengths and weaknesses that you perceive in the elementary teacher preparation program at OCE, and recommendations for improving the program.
5. Your reactions to the follow-up study, and suggestions as to how it might be improved.

A PROPOSED SCHEDULE OF ACTIVITIES FOR EACH SCHOOL VISITATION IN THE OCE FOLLOW-UP STUDY

	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm
Getting acquainted, meeting pupils and colleagues, and becoming familiar with the building	x-----x									
Observation #1		x-----x								
Coffee break			x-x							
Discussions with children (optional; subject to teacher approval)			x-----x							
Interview with principal				x-----x						
Lunch and interview with colleagues (optional; subject to teacher approval)					x-x					
Observation #2					x-----x					
Organization of information and preparation for teacher interview							x-----x			
Interview with teacher								x-----x		

PART II
MAIL-TELEPHONE FOLLOW-UP

STEPS TO BE FOLLOWED IN CONTACTING
FIRST YEAR GRADUATES WHO ARE IN THE
MAIL-TELEPHONE SAMPLE

STEPS TO BE FOLLOWED IN CONTACTING FIRST YEAR
OCE GRADUATES WHO ARE IN THE MAIL-TELEPHONE SAMPLE

Del's
Office For The
OCE Faculty
Member
Responsible For The
Contact

Letter and information packet to OCE graduate and his/her principal to explain the study and seek their participation in it (see letters and accompanying materials)

OCE Faculty
Member
Responsible For The
Contact

At a prearranged time, place a conference call to the graduate and his/her principal to answer questions about the study, reiterate what will be involved in the study, and reach a decision about both the graduate's and principal's participation (see outline for the confirming telephone call). Set tentative dates for information to be returned to OCE

IF THE GRADUATE OR THE
PRINCIPAL DOES NOT WISH
TO TAKE PART IN THE
STUDY, SELECT AN
ALTERNATIVE GRADUATE
AND PROCEED TO CONTACT

OCE Faculty
Member
Responsible For The
Contact

Early in March call the graduate to check on progress and problems. Confirm the date by which information is to be returned to OCE (see outline for confirmation call)

OCE Faculty
Member
Responsible For The
Contact

If information is not returned by the agreed to date, place a follow-through telephone call to the OCE graduate (see outline for follow-through call)

OCE Faculty
Member
Responsible For The
Contact

Letter of appreciation to graduate and principal for participating in the follow-up study, and an alert to year two follow-up

Del's
Office For
Ken's Office

Feedback to graduates
and their principals

LETTER TO GRADUATE
AND
ACCOMPANYING PACKET OF MATERIALS

OCE LETTERHEAD

MAIL/TELEPHONE

OCE GRADUATE

Dear _____:

OCE is starting this year a follow-up study of teachers who graduated from the elementary program in 1975. Forty-eight teachers have been selected randomly for inclusion in the study. Twenty-four will be visited personally, and twenty-four will be contacted by mail and telephone. You have been identified as one of the 24 graduates in the latter group.

This letter, and the packet of materials accompanying it, will explain the study and your part in it if you choose to participate.

There are many reasons why OCE needs to have good follow-up information on its graduates. We need follow-up information, for example, to know how to improve our teacher preparation programs. We also need it to be able to demonstrate to the citizens of Oregon that OCE graduates are successful as teachers, and that the College therefore is doing its job as a teacher preparation institution.

In order to obtain the kind of information needed for these various purposes the College, starting this year, plans to follow the progress of a sample of its graduates during their first five years of teaching, and then again after they have been teaching for ten or so years. A pilot study conducted last spring tested the procedures to be used in the study, and demonstrated their feasibility.

At the same time I mail this letter to you I am mailing a similar letter and packet of materials to your principal, including a copy of this letter. After both of you have had a chance to study the information that has been sent, and have talked about it, would you indicate on the card that is enclosed when it would be best for me to place a conference call to you and your principal to talk further about the study, and see whether you are willing to take part in it.

So that you may see what will be asked of you if you decide to take part in the study I have enclosed in the packet the various forms you would need to fill out and a GUIDE (see the GREEN page) to the information the forms are to contain. By way of summary, we would need to receive from you:

- . A description of the setting in which you teach (the first BUFF colored page);

- . A judgment from you as to the complexity of the setting in which you teach, and the source of that complexity (the second BUFF colored page);
- . Your perception of your competence as a teacher, and your perception of how well the elementary program at OCE prepared you to do what you find now you must do as a teacher (the three LONG WHITE pages);
- . Your evaluation of your educational experience at OCE generally, and how it might have been improved (the GOLD colored page);
- . Some sense of the attitudes or feelings you have about teaching and being a teacher, as well as some of your plans for the future with respect to teaching (the PINK pages); and
- . Some notion of the kinds of learning outcomes you have been working toward with your pupils this year, and the success you have had in achieving them (see the GREEN sheet).

The last information we would like you to provide is your reaction to taking part in the study, and your suggestions about how it could be improved (see the BLUE sheet).

I recognize that the information we are asking you to provide if you choose to participate in the study will require a good bit of time to prepare, especially the information on learning outcomes achieved with your students, but I hope you can see your way clear to participate. I think you will find the study meaningful, and I know your participation is seen as being important to the College and to teacher education in Oregon as a whole.

Please talk with your principal about the study, and then let me know when I should call. I am looking forward to talking with you then.

Cordially,

(Name of OCE faculty member)

:js

cc: Dr. Ken Myers
Director of Field Services
Oregon College of Education

P.S. All of the information we collect in the follow-up study will be held in the strictest of confidence. No one in your school other than you and your principal will have access to the information, and we have no intention of writing a report in which you or your principal could ever be identified.

COPY OF POST CARD
TO BE ATTACHED

The best time for you to call my principal and
me is _____.

If you can't call at the preferred time this is
another possibility _____.

The telephone number you should call is _____.

(signature of OCE Graduate)

I think it would be best for me not to take part
in the study _____.

OCE LETTERHEAD
MAIL ONLY
OUT-OF-COUNTRY GRADUATES

DATE

OCE GRADUATE

DEAR _____:

OCE is starting this year a follow-up study of teachers who graduated from the elementary program in 1975. Forty-eight teachers have been selected randomly for inclusion in the study. Twenty-four will be visited personally, and twenty-four will be contacted by mail and telephone. You have been identified as one of the 24 graduates in the latter group.

This letter, and the packet of materials accompanying it, will explain the study and your part in it if you choose to participate.

There are many reasons why OCE needs to have good follow-up information on its graduates. We need follow-up information, for example, to know how to improve our teacher preparation programs. We also need it to be able to demonstrate to the citizens of Oregon that OCE graduates are successful as teachers, and that the College therefore is doing its job as a teacher preparation institution.

In order to obtain the kind of information needed for these various purposes the College, starting this year, plans to follow the progress of a sample of its graduates during their first five years of teaching, and then again after they have been teaching for ten or so years. A pilot study conducted last spring tested the procedures to be used in the study, and demonstrated their feasibility.

Enclosed with this letter to you is a similar letter and packet of materials to your principal, including a copy of this letter. After both of you have had a chance to study the information that has been sent, and have talked about it, would you indicate on the card that is enclosed whether you and your principal are willing to take part in it.

So that you may see what will be asked of you if you decide to take part in the study I have enclosed in your packet of materials the various forms you would need to fill out and a GUIDE (see the GREEN page) to the information the forms are to contain. By way of summary, we would need to receive from you:

- . A description of the setting in which you teach (the first BUFF colored page);

- . A judgment from you as to the complexity of the setting in which you teach, and the source of that complexity (the second BUFF colored page);
- . Your perception of your competence as a teacher, and your perception of how well the elementary program at OCE prepared you to do what you find now you must do as a teacher (the three LONG WHITE pages);
- . Your evaluation of your educational experience at OCE generally, and how it might have been improved (the GOLD colored page);
- . Some sense of the attitudes or feelings you have about teaching and being a teacher, as well as some of your plans for the future with respect to teaching (the PINK pages); and
- . Some notion of the kinds of learning outcomes you have been working toward with your pupils this year, and the success you have had in achieving them (see the GREEN sheet).

The last information we would like you to provide is your reaction to taking part in the study, and your suggestions about how it could be improved (see the BLUE sheet).

I recognize that the information we are asking you to provide if you choose to participate in the study will require a good bit of time to prepare, especially the information on learning outcomes achieved with your students, but I hope you can see your way clear to participate. I think you will find the study meaningful, and I know your participation is seen as being important to the College and to teacher education in Oregon as a whole.

Please talk with your principal about the study, and then let me know about your willingness to participate. I look forward to hearing from you.

Cordially,

(Name of OCE faculty member)

:js
cc:Dr. Ken Myers
Director of Field Services
Oregon College of Education

P.S. All of the information we collect in the follow-up study will be held in the strictest of confidence. No one in your school other than you and your principal will have access to the information, and we have no intention of writing a report in which you or your principal could ever be identified.

COPY OF POST CARD
TO BE ATTACHED

Both my principal and I wish to take part in the study. _____

I wish to take part in the study, but my principal prefers
not to do so. _____

I think it would be best for me not to take part in the study.

(signature of OCE Graduate)

INFORMATION TO BE PREPARED AND RETURNED TO OCE
PRIOR TO MAY 10, 1976

Characteristics Of The
Setting In Which You Teach

The circumstances under which you teach, including the characteristics of the children you are teaching, have a great deal to do with the success you have as a teacher and how you feel about teaching generally. So that we may know something about the context please fill out the BUFF colored pages that are enclosed.

An Evaluation Of Your Own Strengths
And Weaknesses As A Teacher, And
The Strengths And Weaknesses Of
The Elementary Program At OCE

We believe that your own perception of your competence as a teacher is in many ways the most important single piece of information that we will collect in the follow-up study. You know better than anyone else what you do and how well you do it. You also know better than anyone else how well the elementary program at OCE prepared you to do what you find now you must do as a teacher.

We are asking, therefore, that you fill out the attached PERSONAL EVALUATION AND PROGRAM DESIGN SURVEY (the LONG WHITE pages), and the EVALUATION OF EDUCATIONAL EXPERIENCES AT OCE (the GOLD colored page). The competence areas listed on the WHITE form are similar to those that appeared on the assessment forms used in the program when you were a student teacher.

Achieving Desired Pupil Outcomes

It is our belief at OCE that the ultimate measure of a teacher's competence is the ability to bring about desired learning outcomes in pupils. As a consequence we are asking you to summarize in whatever way you think appropriate the information you have on the learning outcomes achieved over the year. We realize that the time you have to prepare such information is limited, but we would like you to provide whatever information you can in this regard. If it would be better for you, concentrate only on learning outcomes achieved during a single term, for example, winter or spring.

In responding to this request feel free to make use of any and all kinds of information you have about outcomes achieved. Tests you have given on knowledge gained or attitudes changed through units of instruction are as appropriate, if not more appropriate, than standardized measures of achievement. You should also feel free to include information on any and all kinds of learning outcomes you have assessed (see the attached outcome definitions currently being used by OCE elementary students to guide instructional planning and evaluation). Measures of change in social skills, enjoyment of school, and feelings about self are as

important to report as measures of change in reading or writing skills, or measures of content mastery in science or social studies or health. Include as many examples as you can of the actual tests and measures used in getting evidence of the learning outcomes being reported. Do not include daily worksheets or materials prepared as part of home or class assignments unless they have been used as measures of desired learning outcomes.

In preparing this material assemble what you can in the time you have available that will give as clear a picture as possible of the kinds of learning outcomes you have been working toward, and the kind of success you have had in achieving them, and let it go at that. Don't spend more time on the task than you feel comfortable in spending. Raise any questions you have about responding to this request with the OCE faculty member that calls.

Attitudes Toward Teaching And Being A Teacher

First year teachers often discover that being a teacher demands more, or demands different things, than anticipated. They also discover that the joys and satisfactions of teaching are often greater than anticipated. We are interested in knowing your reaction to your first year of teaching, and to yourself as a teacher now that you have taught a year. The first four questions on the PINK sheets deal with issues of this kind. We would appreciate your candid response to them.

Priorities For Continued Professional Development

First year teachers soon discover they need knowledges and skills that go far beyond those obtained in their preparatory programs. Some of these needs are caused by the particular programs and emphases of the school in which one is teaching; others are caused by the fact that teaching is an unusually complex process, and it simply demands more knowledge and skill than can possibly be provided in a 4-year preparatory program. Given your particular background of preparation, and the particular programs and emphases of the school in which you are teaching, what are your priorities for continued professional development? Please describe these under item V on the PINK sheets.

Reaction To The Follow-Up Study

We need to know your reactions to the information we have sought in the follow-up study, and the procedures we have used to obtain it, in order to improve our procedures for next year. A series of questions are asked about your reactions to the study on the BLUE page. We hope you will have the time to respond to these questions after you have provided all of the other information that has been requested.

OVERVIEW

Table 1. Kinds Of Information To Be Collected In The Mail-Telephone Follow-Up, And Sources Of That Information

Data Sources	Data Sets							
	Effectiveness Data	Capability Data	Stylistic Data	Attitudinal Data	Experience Data	Setting Data	Perceptions of the Preparation Program	Inservice Priorities
Pupil Outcomes	X							
College Observer								
Pupils								
Colleagues								
Principal/Supervisor	X	X		X	X	X	X	X
CE Graduate	X	X	X	X	X	X	X	X

Table 2. The Data Collection Strategy And Schedule For The Mail-Telephone Follow-Up, 1975-76

Task	Sept.	Nov.	Jan.	March	May	July	Sept.
Select sample of graduates to be contacted (24, or approximately a 20% sample of 1975 graduates now teaching in Oregon, and 6 teaching outside of Oregon)			x				
Revise methodology on the basis of last year's pilot test			x—x				
Contact the graduates and their principals by letter about participating in the study. Include with each letter information about the study generally, directions for providing the information needed (including the forms on which information is returned), and a post card to be returned to OCE indicating a willingness or lack of willingness to take part in the study. If willing the card is to indicate a time for a conference call between the graduate, the principal and the OCE faculty member who is responsible for contacting the graduate.				x—x			
Follow through with conference calls and sample substitutions when a graduate who has been contacted chooses not to participate in the study.				x—x			
Collection of data by graduates on pupil outcomes over a 2 or 3 mo. period					x—x—x		
Early spring telephone call to graduate to check on progress/problems, and confirm date by which information from both the graduate and his/her principal is to be at OCE.					x		
Follow through telephone calls if information has not been received by the agreed to date						x—x	
Follow-up letters to teachers and principals						x—x	
Data reduction, analysis and summarization						x—x—x	
Data feedback to teachers and principals							
Data utilization in program review and modification							

NOTE: This page summarizes the various kinds of information to be collected in the mail-telephone follow-up, how this information is to be collected, and who is to be contacted for the information. It is highly condensed in form, but it does provide a complete overview of the data collection procedures used in the mail-telephone methodology.

A SUMMARY OF DATA COLLECTION PROCEDURES TO BE USED IN THE MAIL-
TELEPHONE FOLLOW-UP, AND THE INSTRUMENTS THAT LINK TO THEM

Procedure	Instruments	Use
QUESTIONNAIRES/ SURVEYS		
For the OCE graduate	Personal Evaluation and Program Design Survey, and the Educational Experience Evaluation	Identify the OCE graduate's perception of his/her own competence, and in retrospect, areas of strength and weakness in the preparation program at OCE
	Attitudes Of The OCE Graduate Toward Teaching And Being A Teacher	Self-Explanatory
	Reactions To The Data Collected And Procedures Used In The Follow-Up Study	Self-Explanatory
For the Graduate's Principal	Teacher Evaluation and Program Design Survey	Identify the principal's perception of specific competencies possessed by the OCE graduate
	A General View of The Competence and Leadership Ability of the OCE Graduate	Identify the principal's perception of the OCE graduate's competence and leadership ability generally, and in relation to other teachers in the school
	The Attitudes Of The OCE Graduate Toward Teaching And Being A Teacher	Self-Explanatory
	Perceptions Of the OCE Elementary Teacher Preparation Program	Self-Explanatory
	Reactions To The Data Collected And Procedures Used In The Follow-Up Study	Self-Explanatory
REPORTS/ANALYSES		
From the OCE graduate	A Description Of The Context In Which Teaching Occurs (including characteristics of pupils)	A description of the characteristics of the setting in which teaching occurs that are likely to affect the OCE graduate's performance and attitude, and a judgment as to the complexity/difficulty of the setting as a context in which to teach
	A Guide To The Collection And Display Of Pupil Outcome Data	To be used by the OCE graduate in preparing information on pupil learning in his/her classroom that is to be forwarded to OCE

INTERVIEW GUIDES TO BE USED WITH
THE OCE GRADUATE

NOTES ON THE EXTENT TO WHICH OBSERVED
PERFORMANCE WAS TYPICAL OR ATYPICAL

AN INTERVIEW GUIDE FOR USE WITH GRADUATES

OCE Graduate

Date

OCE Observer

* * *

1. On the basis of discussion and review the OCE graduate's performance, and the response of pupils to it, was

REASONABLY TYPICAL _____ SOMEWHAT ATYPICAL _____

QUITE ATYPICAL _____

If performance or pupil response was atypical, in what way was this the case?

What in the OCE graduate's view was the cause of the unusual circumstance?

ATTITUDES TOWARD TEACHING AND BEING A TEACHER

AN INTERVIEW GUIDE FOR USE WITH GRADUATES

OCE Graduate

Date

OCE Observer

* * *

- I. Do you feel your performance as a teacher reflects your true capabilities as a teacher, or do you feel that for one reason or another your performance thus far has not been in keeping with your capabilities?

YES _____ NO _____ AM NOT SURE _____

If answer is "No", or "Not Sure", have the graduate elaborate.

- II. Are you finding enjoyment and satisfaction in teaching that you thought you would find when you were still at OCE?

YES _____ NO _____ AM NOT SURE _____

If answer is "No", or "Not Sure", have the graduate elaborate.

(see back)

III. How do you feel at this point about the profession of teaching?

IV. What are your professional plans for the next five years or so?

- V. Given your background of preparation, and the programs and emphases of the school in which you teach, what are your priorities for continued professional development? Please list these, and describe for each (a) why it is a priority, and (b) how you anticipate it is to be met.

YOUR EVALUATION OF YOUR EDUCATIONAL EXPERIENCE
AT OCE GENERALLY, AND HOW IT MIGHT HAVE BEEN IMPROVED

AN INTERVIEW GUIDE FOR USE WITH GRADUATES

- | | | |
|-----------------------|---------------|-----------------------|
| _____
OCE Graduate | _____
Date | _____
OCE Observer |
|-----------------------|---------------|-----------------------|
- I. In retrospect, what do you feel to be the greatest strengths and weaknesses of the elementary teacher preparation program at OCE?

Strengths

Weaknesses

- II. What changes would you recommend in the elementary program at OCE to improve it?

III. To what extent were the following courses successful in helping you master the content of the subject matter areas you now teach?

Courses	Didn't Take	Great Help	Some Help	Little Help	No Help	If the Course was of little or no help, what would you suggest to make it better?
Art 323	_____	_____	_____	_____	_____	
Ed. 351 (School Health)	_____	_____	_____	_____	_____	
Ed. 344 (PE)	_____	_____	_____	_____	_____	
Eng. 480 (Children's Literature)	_____	_____	_____	_____	_____	
Sp. 240 (Creative Drama)	_____	_____	_____	_____	_____	
Eng. 110 (Intro to Language Study)	_____	_____	_____	_____	_____	
GS 311 (Biological Science)	_____	_____	_____	_____	_____	
GS 312 (Phsy. Science)	_____	_____	_____	_____	_____	
GS 313 (Earth Science)	_____	_____	_____	_____	_____	
MTH 121, 122, 123 (Essentials of Math)	_____	_____	_____	_____	_____	
MTH 311 (Elementary Tchr)	_____	_____	_____	_____	_____	
Mus 382 (Fundamentals)	_____	_____	_____	_____	_____	
SSC 301, 302, 303 (Social Science for Elem. Schools)	_____	_____	_____	_____	_____	

IV. To what extent were the following courses successful in helping you master the strategies and skills you must now rely upon in your teaching?

Courses	Didn't Take	Great Help	Some Help	Little Help	No Help	If the Course was of little or no help, what would you suggest to make it better?
Psych. 225	_____	_____	_____	_____	_____	
Ed. 361 (including lab)	_____	_____	_____	_____	_____	
Ed. 362 (including lab)	_____	_____	_____	_____	_____	
Ed. 473	_____	_____	_____	_____	_____	
Ed. 413 (Student Teaching or Interning)	_____	_____	_____	_____	_____	

V. To what extent have you found the liberal arts core courses to be of value to you in your teaching?

LITTLE _____ SOME _____ MUCH _____

To what extent have they been of value in your every day living?

LITTLE _____ SOME _____ MUCH _____

REACTIONS TO THE DATA COLLECTED AND PROCEDURES
USED IN THE PILOT STUDY

OCE Graduate _____

Date Of Interview _____

AN INTERVIEW GUIDE FOR USE WITH GRADUATES

- I. Do you feel that some of the information sought in the study should not have been sought?

YES _____ NO _____ UNCERTAIN _____

If answer is "Yes", or "Uncertain", have the graduate indicate what information should not have been sought and why.

- II. Were you clear from directions and forms sent to you about the kind of information to be provided, and how it was to be provided?

YES _____ NO _____ UNCERTAIN _____

If answer is "No, or "Uncertain", have the graduate indicate the cause of his/her uncertainty and what he/she thinks could be done to improve both the directions and forms as they now stand.

(see back)

III. What was the major problem or difficulty that you encountered in carrying out the study? What do you think we should do to overcome it?

IV. What was the most useful aspect of the study to you personally? Do you have any suggestions about how we might make this aspect of the study even more useful to first year graduates?

V. Do you have any other suggestions that we might build into the design of the follow-up study for next year?

INTERVIEW GUIDES TO BE USED WITH THE PRINCIPAL

A DESCRIPTION OF THE SETTING IN WHICH TEACHING OCCURS

Teacher's Name

Date

* * *

Characteristics Of The School Generally

Name of School

Location

Organization of Space, e.g., largely open or self-contained classrooms,
halls utilized as instructional or storage space (please describe).

Organization of Instruction, e.g., largely individualized; some individualized, some group-paced; largely group-paced; many (or few) commercially prepared instructional materials (please describe).

Organization of Teaching Staff and Aides, e.g., much (or little) team teaching; many (or few) aides; teachers typically have one (or two or a part-time) aide (please describe).

(see back)

YOUR JUDGMENT AS TO THE COMPLEXITY/DIFFICULTY OF THE SETTING IN WHICH THE OCE GRADUATE TEACHES

Teacher's Name _____

School and Grade Level _____

Date _____

1. LEVEL OF COMPLEXITY/DIFFICULTY (indicate by checking the box that best describes)

Essentially No Special Skills Required To Manage the Teaching Context; The Classroom Unusually Well Structured/ Organized/Controlled	An Easy Teaching Context To Manage; Not Particularly Complex Or Difficult	Reasonably Demanding As A Teaching Context To Manage; Somewhat Complex/Difficult, But Not Overly Troublesome	Quite Demanding As A Teaching Context To Manage; Complex/ Difficult, But Not Impossible	Essentially Unmanageable As A Context Within Which To Teach; Unusually Complex/Difficult
---	---	---	---	---

☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐

2. SOURCE(S) OF COMPLEXITY/DIFFICULTY (check all that apply)

Curriculum/Approach
to Instruction _____

Behavior of Children _____

Physical Environment,
including number
of children _____

Relationships with
Colleagues and/or
Supervisors _____

Other _____

AN INTERVIEW GUIDE FOR USE WITH THE PRINCIPAL

A GENERAL VIEW OF THE COMPETENCE AND LEADERSHIP
ABILITY OF THE OCE GRADUATE

OCE Graduate's Name	Date	# of Teachers in Building
* * *		

I. In your judgment is the OCE graduate listed above

	<u>YES</u>	<u>NO</u>	<u>UNCERTAIN</u>
. one of the teachers in your building most able to impart subject matter and build intellectual skills of students?	—	—	—
. one of the teachers in your building whose presentation shows most evidence of careful planning and preparation?	—	—	—
. one of the teachers who most often uses original and relatively unique devices to aid instruction?	—	—	—
. one of the teachers most capable in developing emotional relationships and rapport with students?	—	—	—
. one of the teachers most likely to handle pupils with tact and understanding, and most deeply concerned about the welfare of each child?	—	—	—
. one of the teachers most influential in getting needed things done in your school?	—	—	—
. one of the teachers having highest status within your school?	—	—	—
. one of the teachers who would represent the greatest loss to your school if he or she were to leave?	—	—	—
. one of the teachers whom other teachers seem to like best?	—	—	—

(see back)

- II. Do you feel the performance of the OCE graduate as a teacher in your school reflects his or her capabilities as a teacher, or do you feel that for one reason or another performance thus far has not matched capability?

YES _____ NO _____ AM NOT SURE _____

If answer is "No", or "Not Sure", ask the principal to elaborate.

- III. What events or circumstances during the OCE graduate's first year of teaching have seemed to have an impact on his or her competence as a teacher? On his or her attitudes toward being a teacher?

AN INTERVIEW GUIDE FOR USE WITH THE PRINCIPAL

THE ATTITUDES OF THE OCE GRADUATE TOWARD TEACHING AND BEING A TEACHER

OCE Graduate's Name

Date

* * *

- I. Do you think the OCE Graduate is finding enjoyment and satisfaction in teaching?

YES _____ NO _____ AM NOT SURE _____

If answer is "No", or "Not Sure", ask the principal to elaborate.

- II. How do you think the OCE Graduate feels at this point about teaching as a profession?

- III. Do you think the OCE Graduate will continue teaching for the next five years or so if unforeseen circumstances do not arise?

YES _____ NO _____ UNCERTAIN _____

If answer is "No", or "Uncertain", ask the principal to elaborate.

AN INTERVIEW GUIDE FOR USE WITH THE PRINCIPAL

Principal's Name

Date

PERCEPTIONS OF THE OCE ELEMENTARY TEACHER PREPARATION PROGRAM

- I. On the basis of your experience as a principal, and on the basis of whatever you know about the elementary program at OCE, what do you feel to be the greatest strengths and weaknesses of that program?

Strengths

Weaknesses

- II. What changes would you recommend in the program to improve it?

AN INTERVIEW GUIDE FOR USE WITH THE PRINCIPAL

Principal's Name

Date

REACTIONS TO THE DATA COLLECTED AND PROCEDURES USED
IN THE PILOT STUDY

- I. Are you aware of any problems or difficulties that the OCE graduate encountered in carrying out the study? What do you think we should do to overcome it?

- II. Do you feel that some of the information sought in the study from the OCE graduate should not have been sought, e.g., it was too threatening or too personal?

YES _____ NO _____ UNCERTAIN _____

If your answer is "Yes", or "Uncertain", would you indicate what information should not have been sought and why.

(see back)

III. What was the major problem or difficulty that you encountered in carrying out the study? What do you think we should do to overcome it?

IV. Do you feel that some of the information sought in the study from you should not have been sought?

YES _____ NO _____ UNCERTAIN _____

If your answer is "Yes", or "Uncertain", would you indicate what information should not have been sought and why.

V. Were you clear from the directions and forms sent to you about the kind of information we wanted you to provide, and how it was to be provided?

YES _____ NO _____ UNCERTAIN _____

If your answer is "No", or "Uncertain", would you indicate the cause of your uncertainty and what you think could be done to improve both the directions and forms as they now stand.

VI. Do you have any other suggestions that we might build into the design of the follow-up study for next year?

AN INTERPRETIVE REPORT FORM FOR USE
BY THE OCE OBSERVER

OCE Graduate

* Date *

OCE Observer

THE REACTIONS OF OTHER TEACHERS TO THE OCE GRADUATE

Perceptions

Sources

THE FEELINGS OF OTHER TEACHERS ABOUT THE
OCE GRADUATE AS A TEACHER, AND AS A PERSON GENERALLY

Perceptions

Sources

(see back)

A SUBJECTIVE INTERPRETATION OF COLLEAGUE.
AND PUPIL REACTION TO THE GRADUATE

THE REACTIONS OF PUPILS TO THE OCE GRADUATE

Perceptions

Source

THE FEELINGS OF PUPILS ABOUT THE OCE GRADUATE
AS A TEACHER, AND AS A PERSON GENERALLY

Perceptions

Source

PERCENT OF FIRST YEAR TEACHERS IN THE TOTAL SAMPLE
JUDGED BY THEIR PRINCIPALS TO BE ANOMG THE MOST COMPE-
TENT INSTRUCTORS IN THEIR SCHOOLS, AND TO HOLD HIGH
POSITIONS OF LEADERSHIP/STATUS

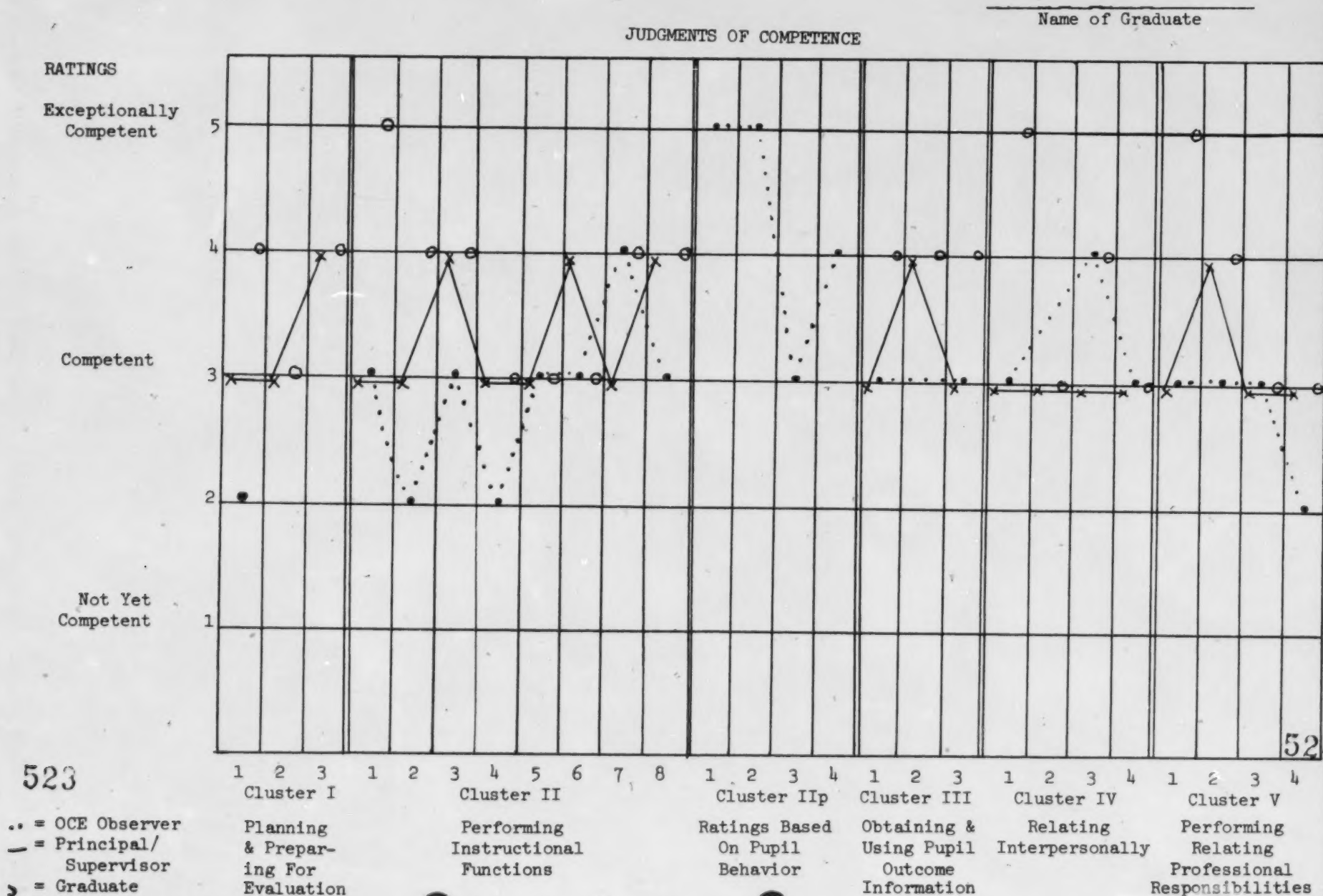
Instructional Competence				Leadership/Status			
<u>Item</u>	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>Item</u>	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
a*	55%	30%	15%	f	20%	75%	5%
b	70	25	5	g	20	65	15
c	45	40	15	h	35	50	15

*For a listing of the items, see pp 12 and 13

OBSERVATION AND COMPETENCY EVALUATION FORMS

APPENDIX I

INTER-RATER AGREEMENT ON JUDGMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY



INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

RATINGS

JUDGEMENTS OF COMPETENCE

Exceptionally
Competent

Competent

Not Yet
Competent

... = OCE Observer
— = Principal/
Supervisor
○ = Graduate

1 2 3
Cluster I

1 2 3 4 5 6
Cluster II

1 2 3 4
Cluster IIp

1 2 3
Cluster III

1 2 3 4
Cluster IV

1 2 3 4
Cluster V

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional-
Functions

Ratings Based
On Pupil
Behavior

Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

526

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

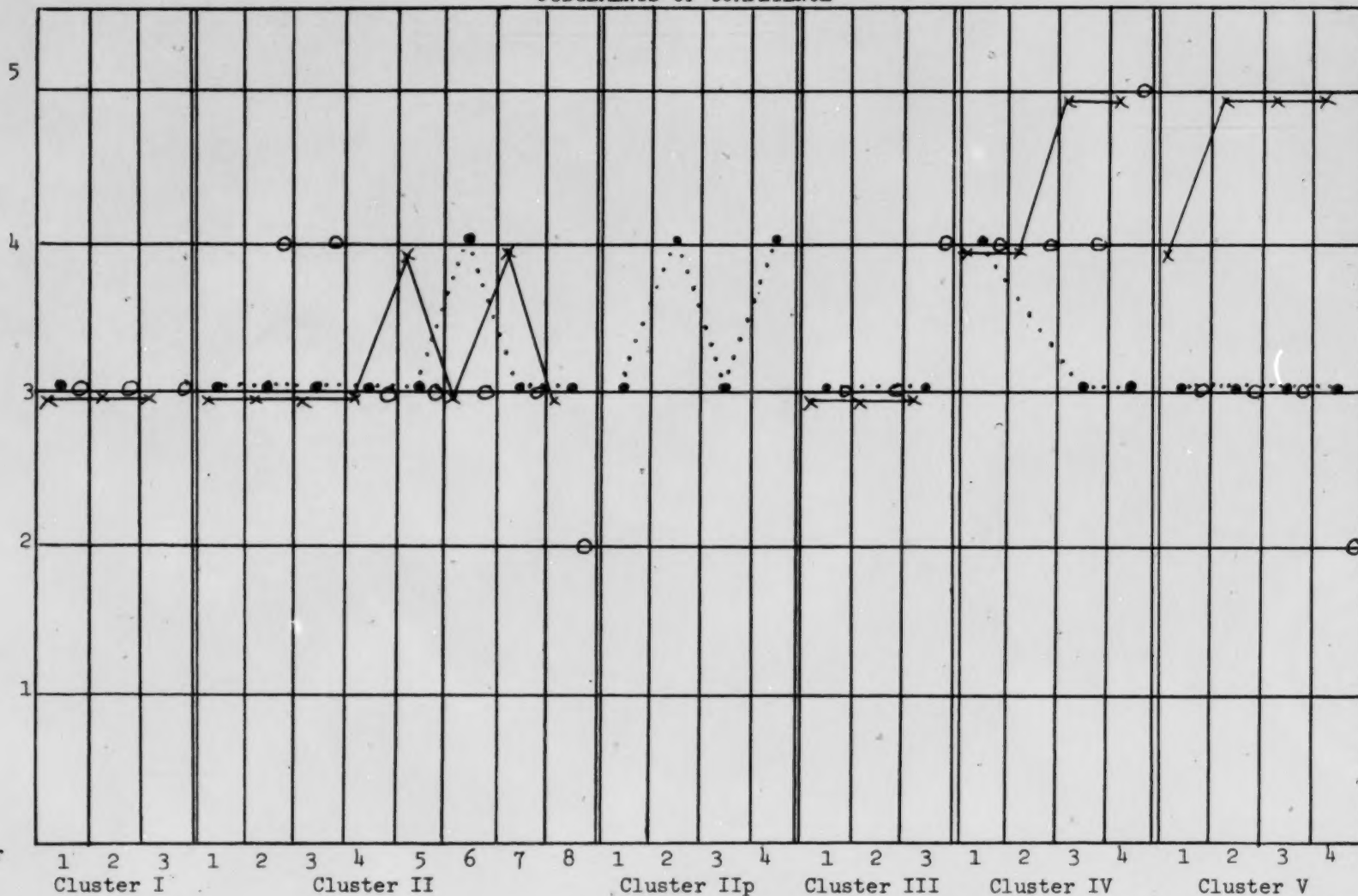
JUDGEMENTS OF COMPETENCE

RATINGS

Exceptionally Competent 5

Competent 3

Not Yet Competent 1



... = OCE Observer
— = Principal/Supervisor

○ = Graduate

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional
Functions

Ratings Based
On Pupil
Behavior

Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate _____

RATINGS

JUDGEMENTS OF COMPETENCE

Exceptionally
Competent

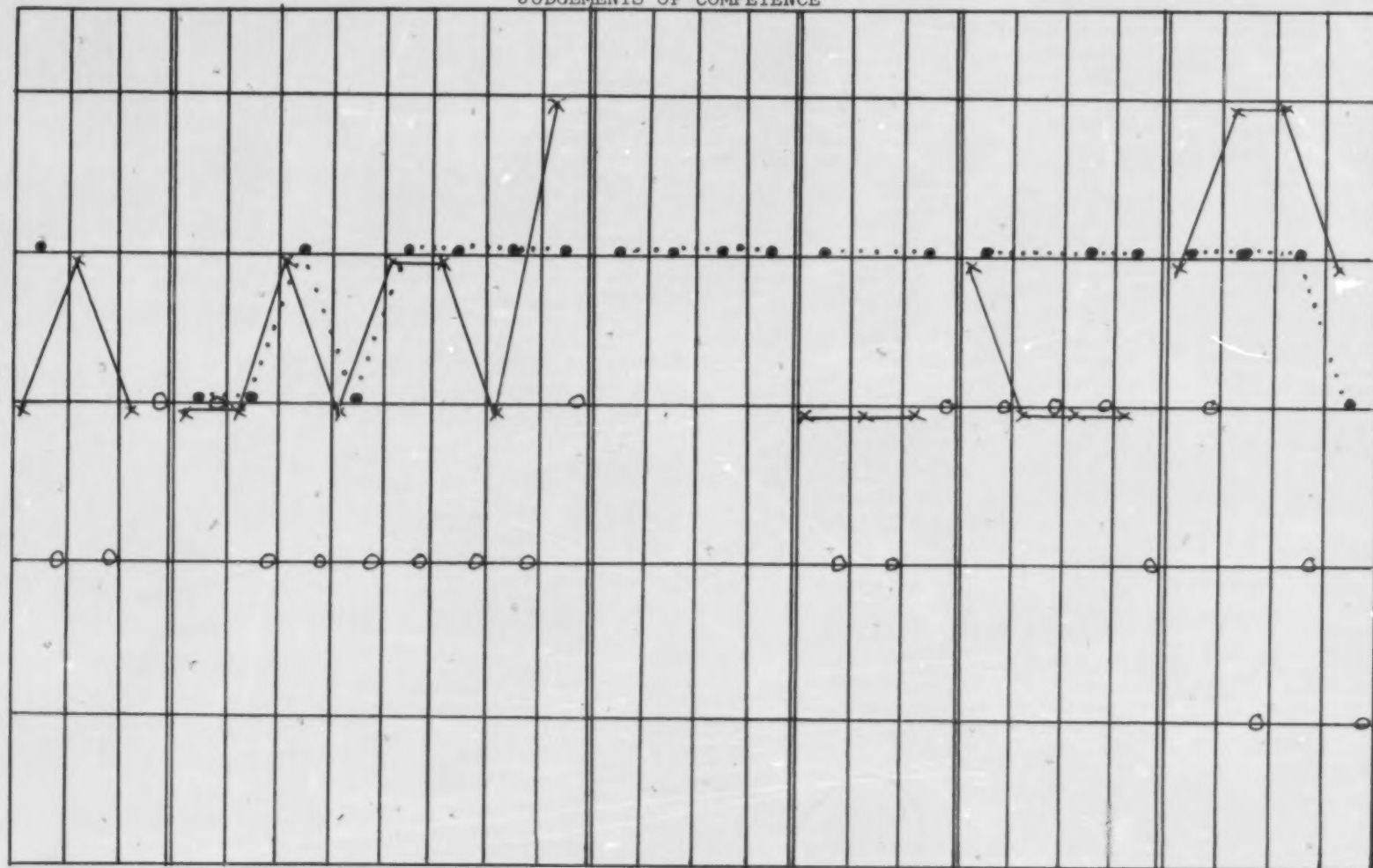
5

Competent

3

Not Yet
Competent

1



• = OCE Observer

— = Principal/
Supervisor

○ = Graduate

29

1 2 3
Cluster I

Planning
& Prepar-
ing For
Evaluation

1 2 3 4 5 6 7 8
Cluster II

Performing
Instructional
Functions

1 2 3 4
Cluster IIp

Ratings Based
On Pupil
Behavior

1 2 3
Cluster III

Obtaining &
Using Pupil
Outcome
Information

1 2 3 4
Cluster IV

Relating
Interpersonally

1 2 3
Cluster V

Performing
Relating
Professional
Responsibilities

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

RATINGS

JUDGEMENTS OF COMPETENCE

Exceptionally
Competent

5

4

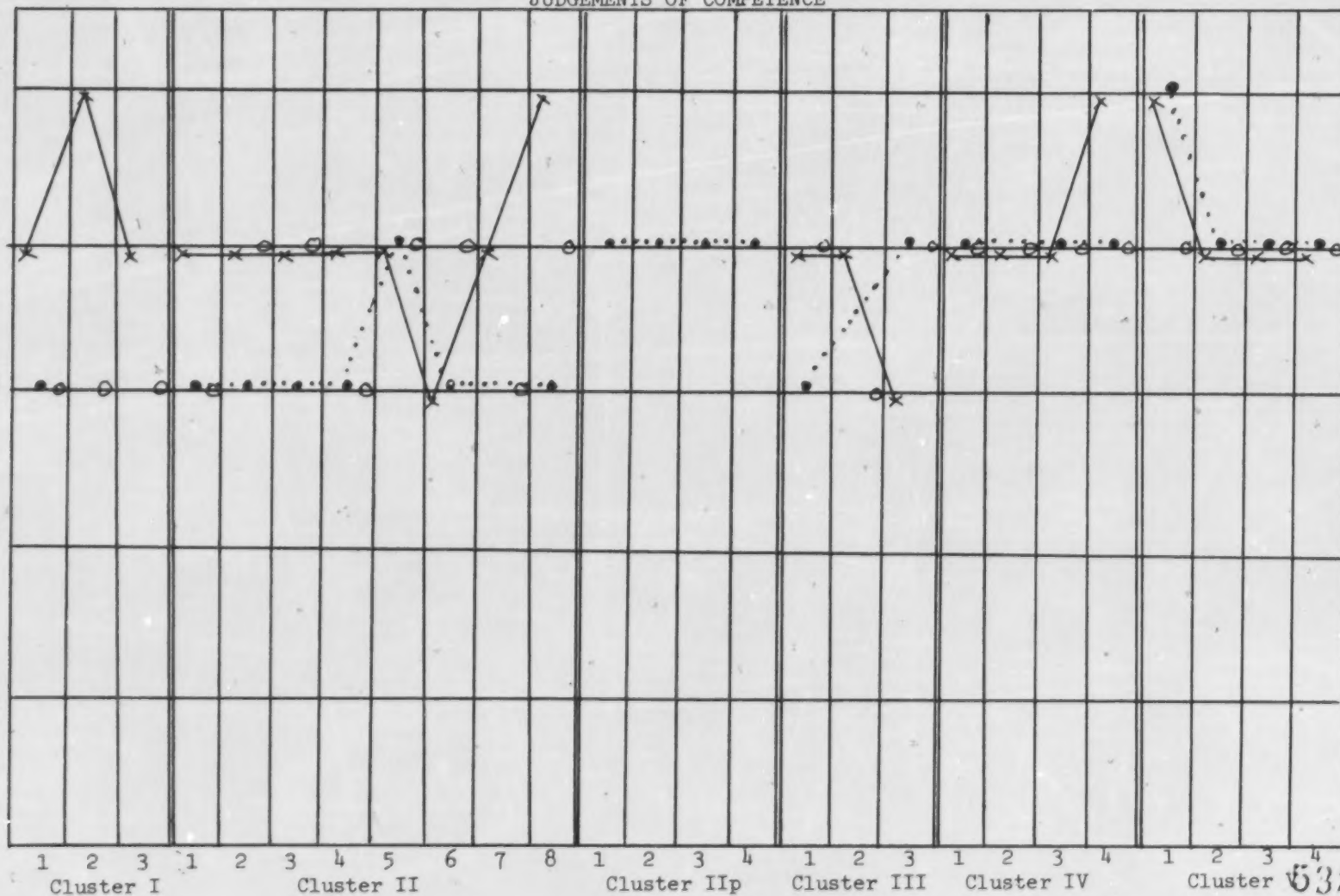
Competent

3

2

Not Yet
Competent

1



= OCE Observer
= Principal/
Supervisor
= Graduate

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional
Functions

Ratings Based
On Pupil
Behavior

Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

532

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

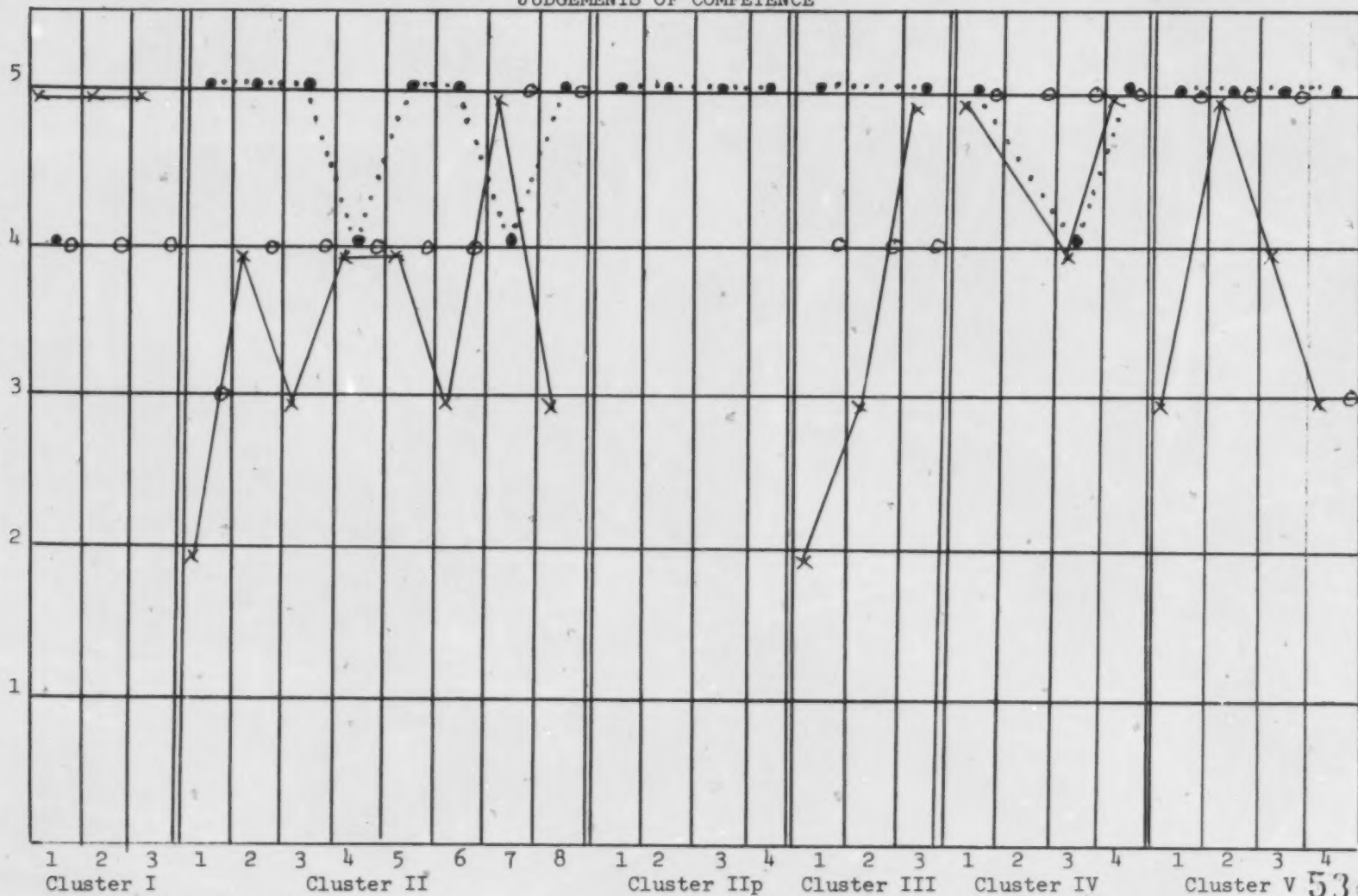
Name of Graduate _____

JUDGEMENTS OF COMPETENCE

RATINGS
Exceptionally
Competent

Competent

Not Yet
Competent



.. = OCE Observer

— = Principal/
Supervisor

○ = Graduate

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional
Functions

Ratings Based
On Pupil
Behavior

Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

Name of Graduate

RATINGS

JUDGEMENTS OF COMPETENCE

Exceptionally
Competent

5

4

Competent

3

2

Not Yet
Competent

1

.. = OCE Observer
— = Principal/
Supervisor

○ = Graduate

1 2 3
Cluster I

Planning
& Prepar-
ing For
Evaluation

1 2 3 4 5 6 7 8
Cluster II

Performing
Instructional
Functions

1 2 3 4
Cluster IIp

Ratings Based
On Pupil
Behavior

1 2 3
Cluster III

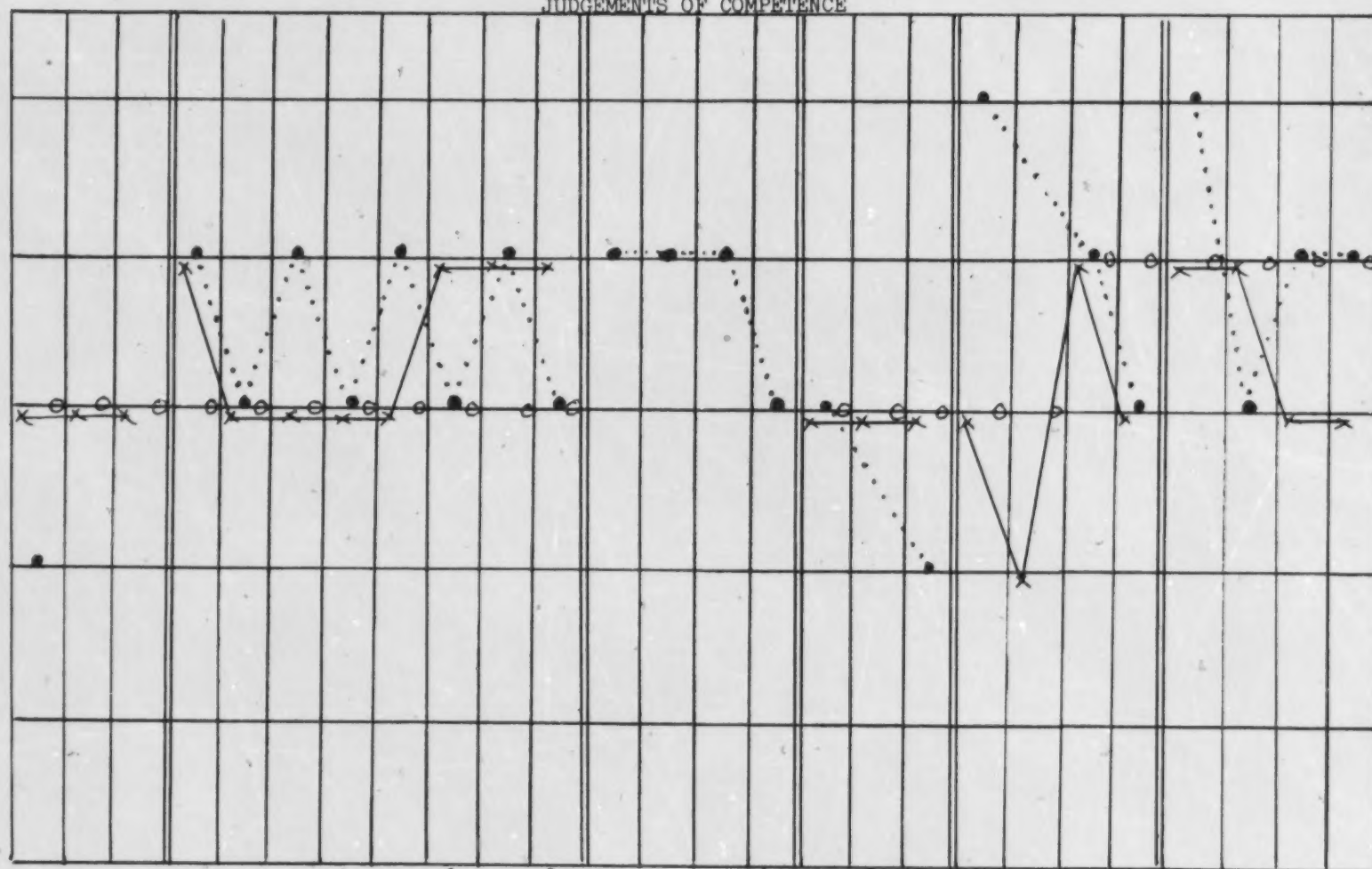
Obtaining &
Using Pupil
Outcome
Information

1 2 3 4
Cluster IV

Relating
Interpersonally

1 2 3 4
Cluster V

Performing
Relating
Professional
Responsibilities



INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

JUDGEMENTS OF COMPETENCE

RATINGS

Exceptionally
Competent

5

4

Competent

3

2

Not Yet
Competent

1

.. = OCE Observer
— = Principal/
Supervisor

○ = Graduate

1 2 3
Cluster I

1 2 3 4 5 6 7 8
Cluster II

1 2 3 4
Cluster IIp

1 2 3
Cluster III

1 2 3 4
Cluster IV

1 2 3 4
Cluster V

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional
Functions

Ratings Based
On Pupil
Behavior

Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

Name of Graduate _____

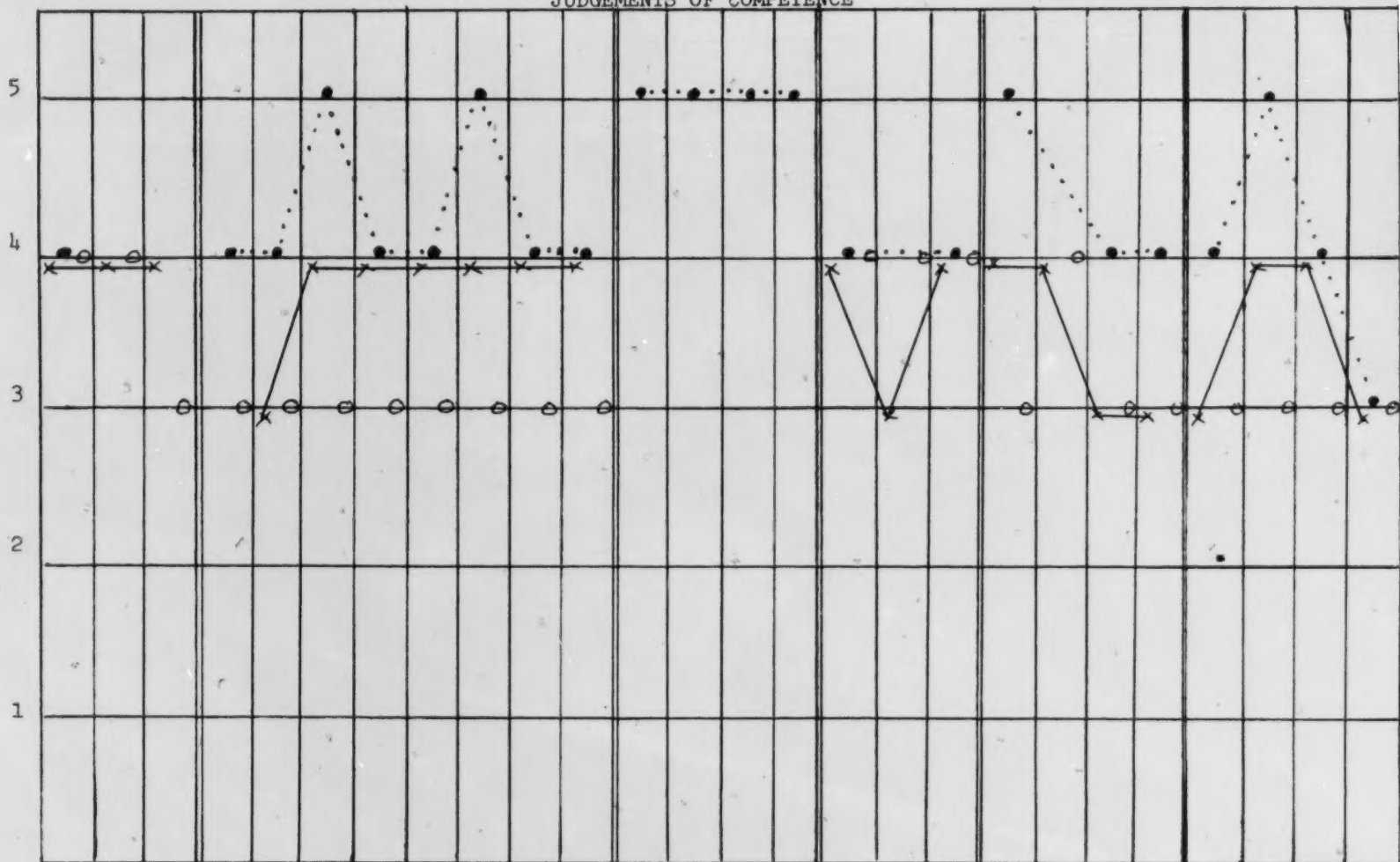
JUDGEMENTS OF COMPETENCE

RATINGS

Exceptionally
Competent

Competent

Not Yet
Competent



.. = OCE Observer
- = Principal/
Supervisor
o = Graduate

1 2 3
Cluster I

1 2 3 4 5 6 7 8
Cluster II

1 2 3 4
Cluster IIp

1 2 3
Cluster III

1 2 3 4
Cluster IV

1 2 3 4
Cluster V

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional
Functions

Ratings Based
On Pupil
Behavior

Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

JUDGEMENTS OF COMPETENCE

RATINGS
Exceptionally
Competent

5

4

Competent

3

2

Not Yet
Competent

1

.. = OCE Observer
— = Principal/
Supervisor
O = Graduate

1 2 3
Cluster I

Planning
& Prepar-
ing For
Evaluation

1 2 3 4 5 6
Cluster II

Performing
Instructional
Functions

1 2 3 4
Cluster IIp

Ratings Based
On Pupil
Behavior

1 2 3
Cluster III

Obtaining &
Using Pupil
Outcome
Information

1 2 3 4
Cluster IV

Relating
Interpersonally

1 2 3 4
Cluster V

Performing
Relating
Professional
Responsibilities

542

541

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

RATINGS

Exceptionally
Competent

5

4

Competent

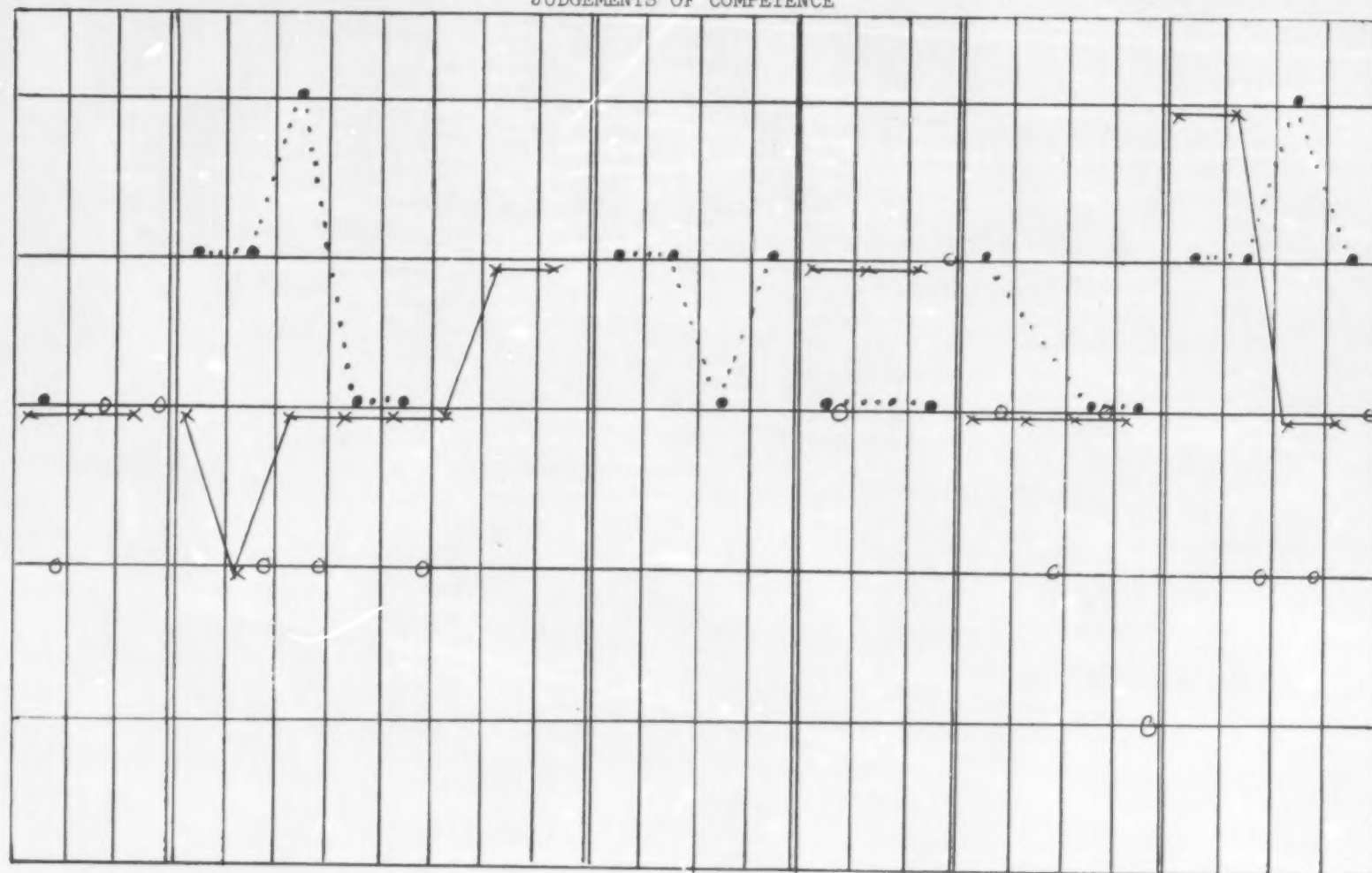
3

2

Not Yet
Competent

1

JUDGEMENTS OF COMPETENCE



.. = OCE Observer

— = Principal/
Supervisor

○ = Graduate

1 2 3
Cluster I

Planning
& Prepar-
ing For
Evaluation

1 2 3 4 5 6
Cluster II

Performing
Instructional
Functions

1 2 3 4
Cluster IIp

Ratings Based
On Pupil
Behavior

1 2 3
Cluster III

Obtaining &
Using Pupil
Outcome
Information

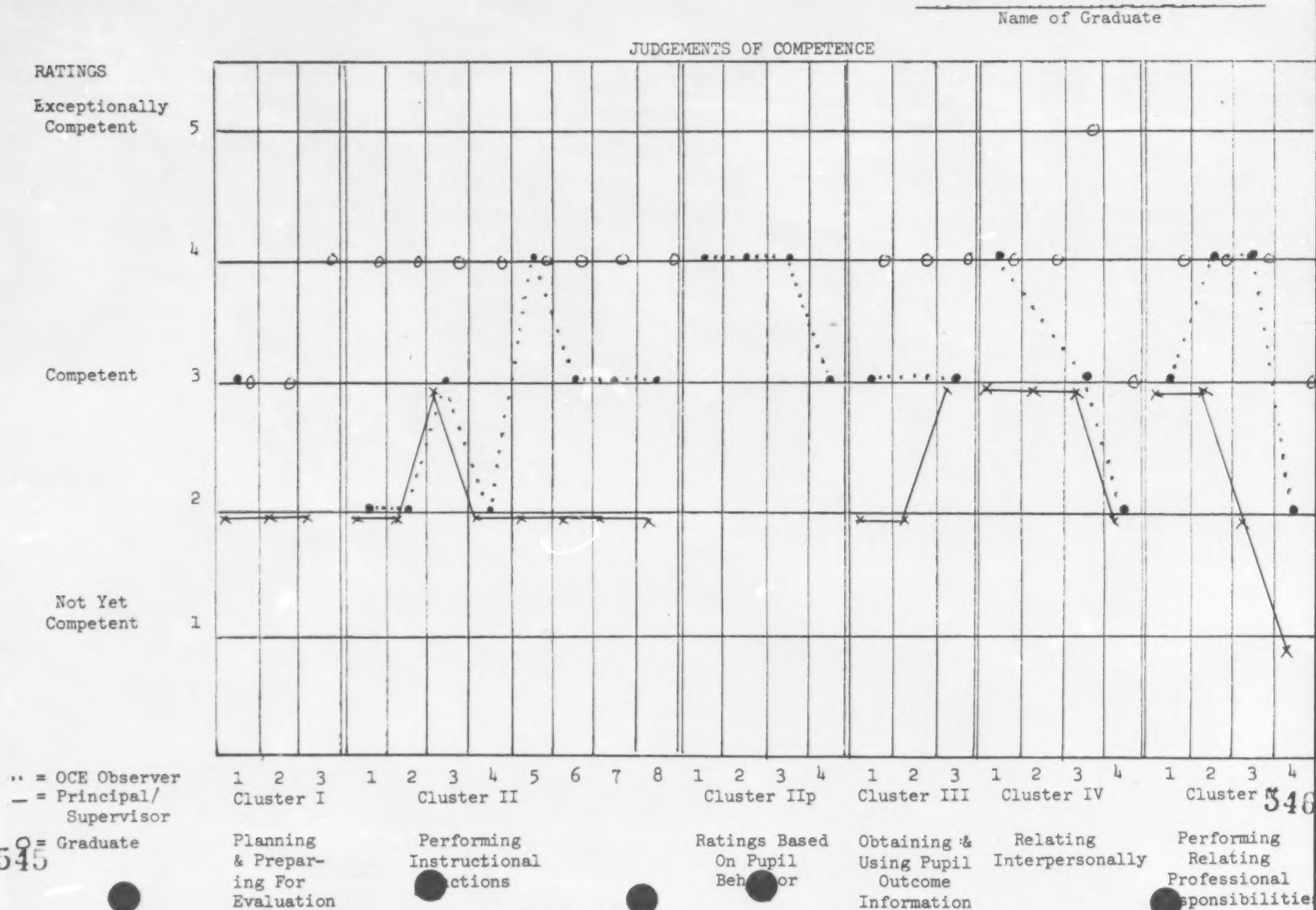
1 2 3 4
Cluster IV

Relating
Interpersonally

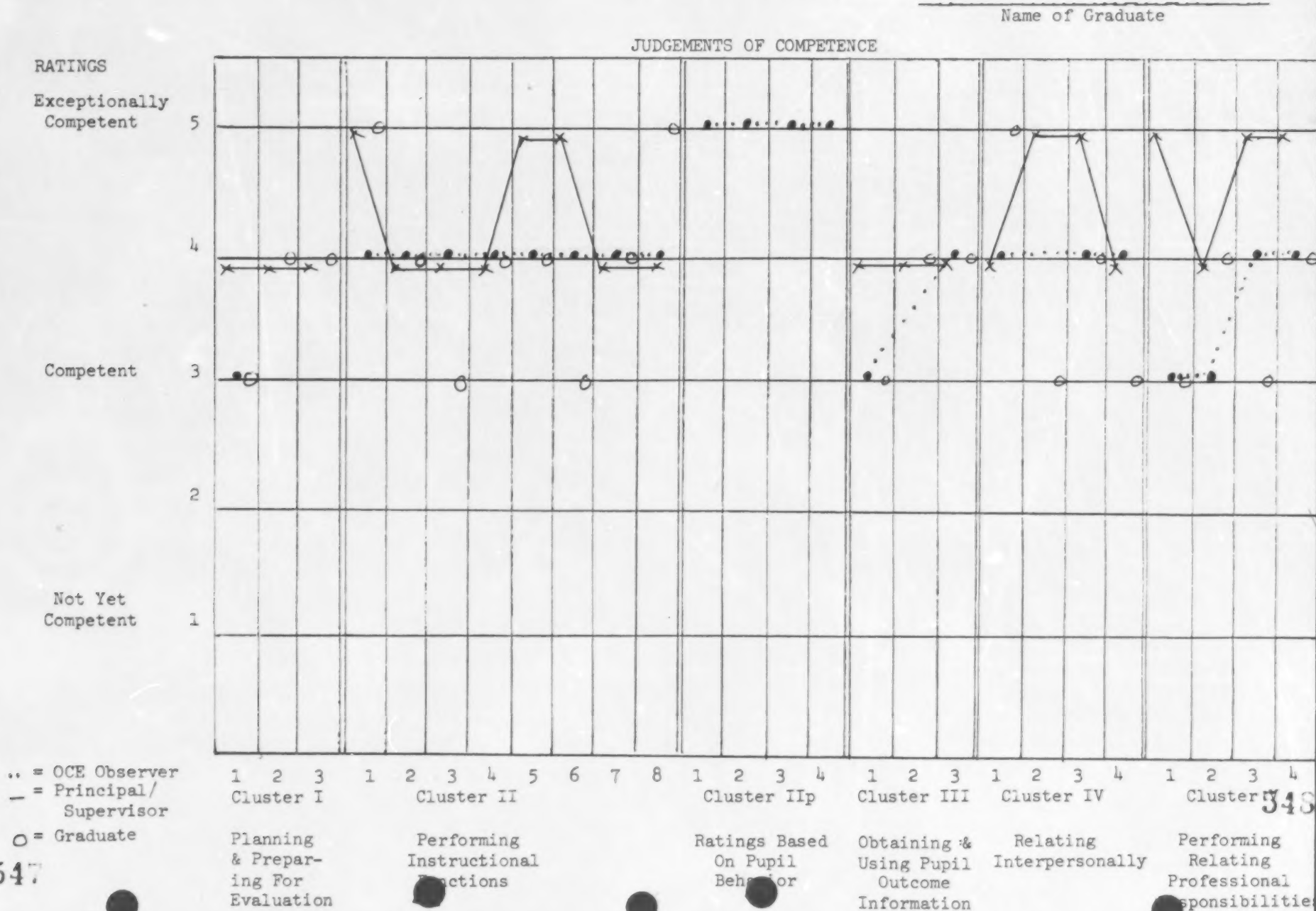
1 2 3 4
Cluster V

Performing
Relating
Professional
Responsibilities

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY



INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY



INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

RATINGS

Exceptionally
Competent

JUDGEMENTS OF COMPETENCE

Competent

Not Yet
Competent

.. = OCE Observer
— = Principal/
Supervisor
○ = Graduate

1 2 3
Cluster I

Planning
& Prepar-
ing For
Evaluation

1 2 3 4 5 6 7 8
Cluster II

Performing
Instructional
Functions

1 2 3 4
Cluster IIp

Ratings Based
On Pupil
Behavior

1 2 3
Cluster III

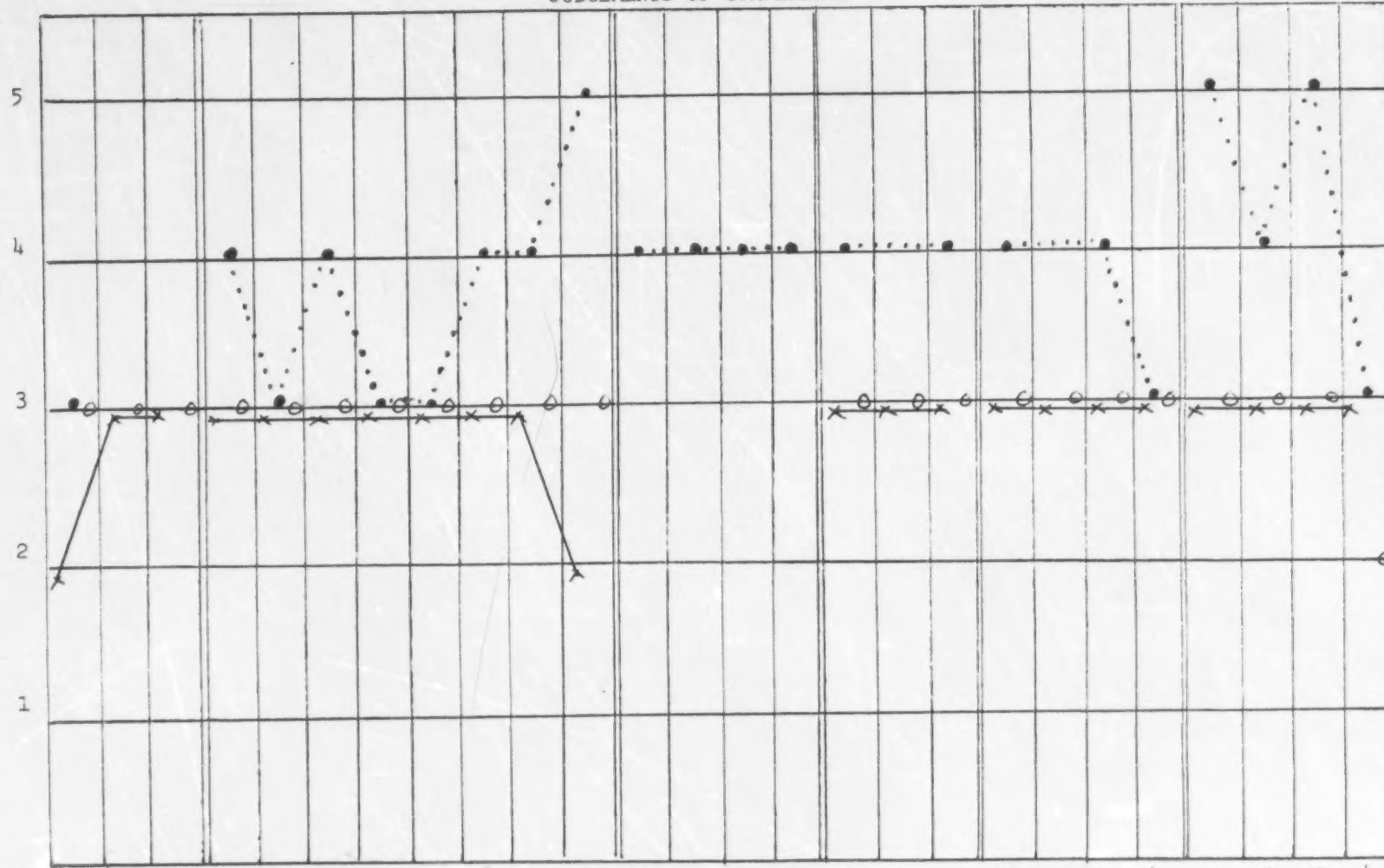
Obtaining &
Using Pupil
Outcome
Information

1 2 3 4
Cluster IV

Relating
Interpersonally

1 2 3 4
Cluster V

Performing
Relating
Professional
Responsibilities



350

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

JUDGEMENTS OF COMPETENCE

RATINGS

Exceptionally
Competent

5

4

Competent

3

2

Not Yet
Competent

1

.. = OCE Observer
— = Principal/
Supervisor
○ = Graduate

1 2 3
Cluster I

Planning
& Prepar-
ing For
Evaluation

1 2 3 4
Cluster II

Performing
Instructional
Actions

1 2 3 4
Cluster IIp

Ratings Based
On Pupil
Behavior

1 2 3
Cluster III

Obtaining &
Using Pupil
Outcome
Information

1 2 3 4
Cluster IV

Relating
Interpersonally

1 2 3 4
Cluster V

Performing
Relating
Professional
Responsibilities

552

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

JUDGEMENTS OF COMPETENCE

RATINGS

Exceptionally
Competent

5

4

Competent

3

2

Not Yet
Competent

1

.. = OCE Observer
— = Principal/
Supervisor
O = Graduate

1 2 3
Cluster I

Planning
& Prepar-
ing For
Evaluation

1 2 3 4 5 6 7 8
Cluster II

Performing
Instructional
Functions

1 2 3 4
Cluster IIp

Ratings Based
On Pupil
Behavior

1 2 3
Cluster III

Obtaining &
Using Pupil
Outcome
Information

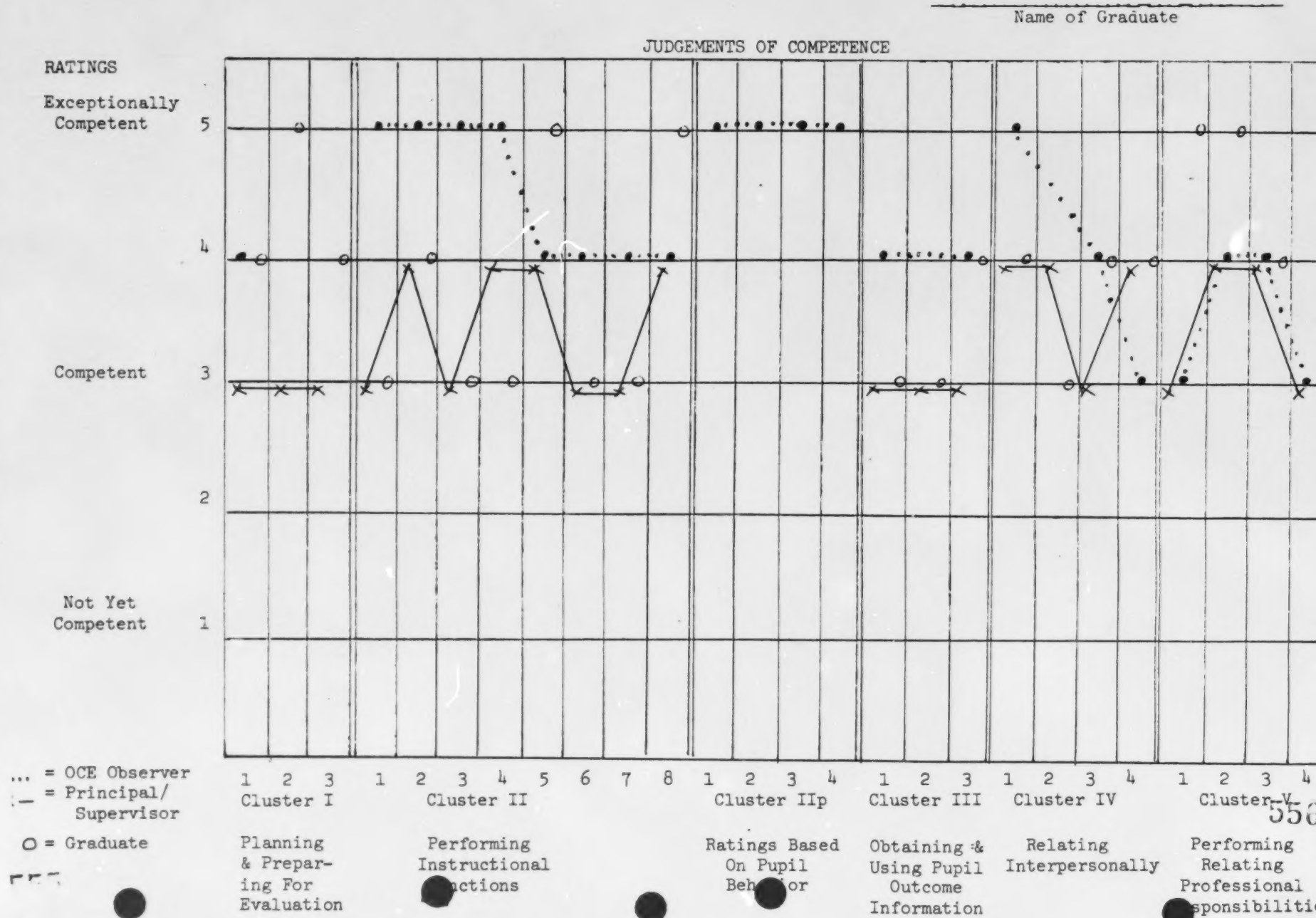
1 2 3 4
Cluster IV

Relating
Interpersonally

1 2 3 4
Cluster V

Performing
Relating
Professional
Responsibilities

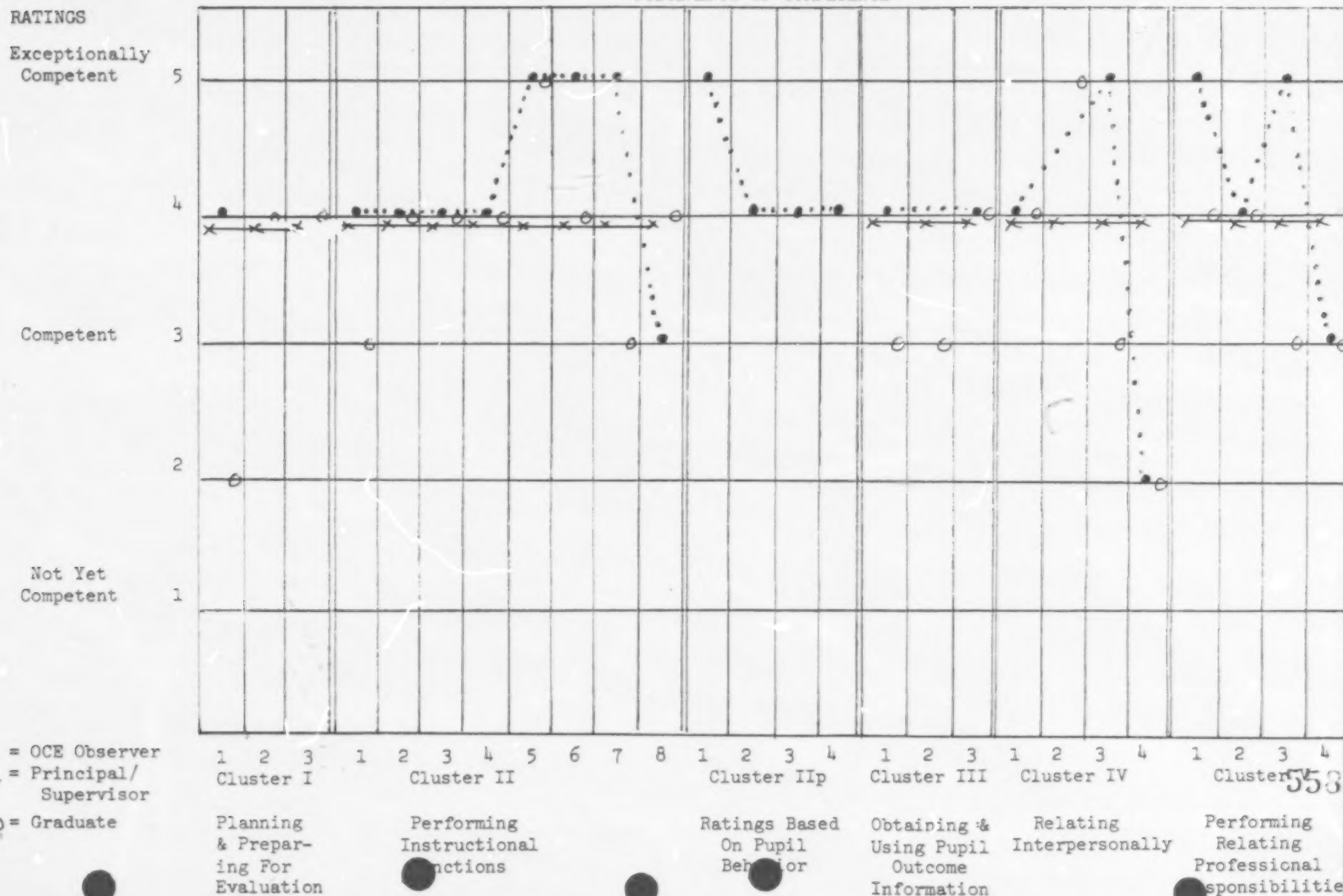
INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY



INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

JUDGEMENTS OF COMPETENCE



Name of Graduate

JUDGEMENTS OF COMPETENCE

RATINGS

Exceptionally
Competent

5

4

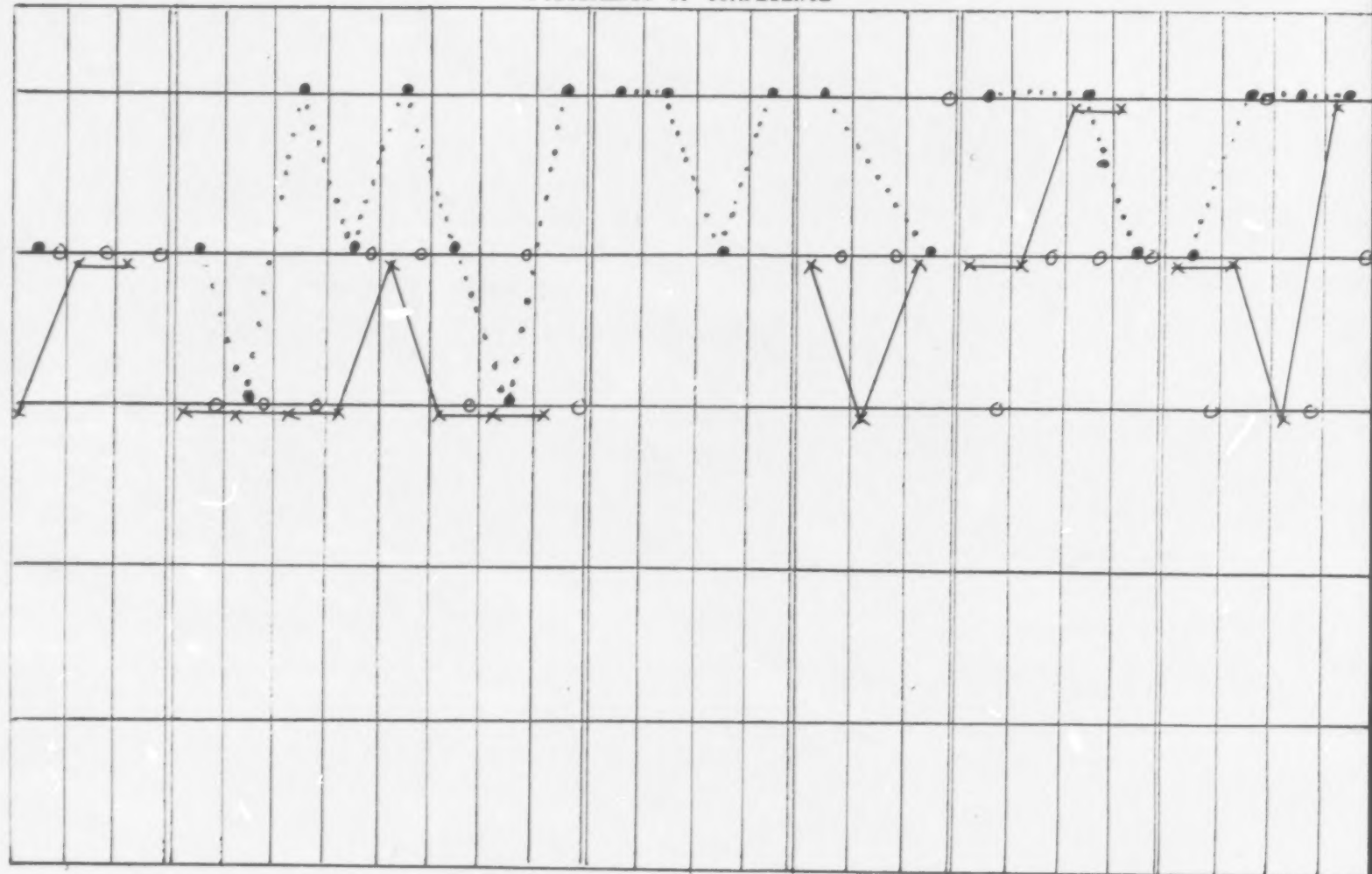
Competent

3

2

Not Yet
Competent

1



1 2 3 1 2 3 4 5 6 7 8 1 2 3 4 1 2 3 1 2 3 4 1 2 3 4
Cluster I Cluster II Cluster IIp Cluster III Cluster IV Cluster V

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional
Actions

Ratings Based
On Pupil
Behavior

Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

... = OCE Observer
- = Principal/
Supervisor

559

560

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate

JUDGEMENTS OF COMPETENCE

RATINGS

Exceptionally
Competent

5

4

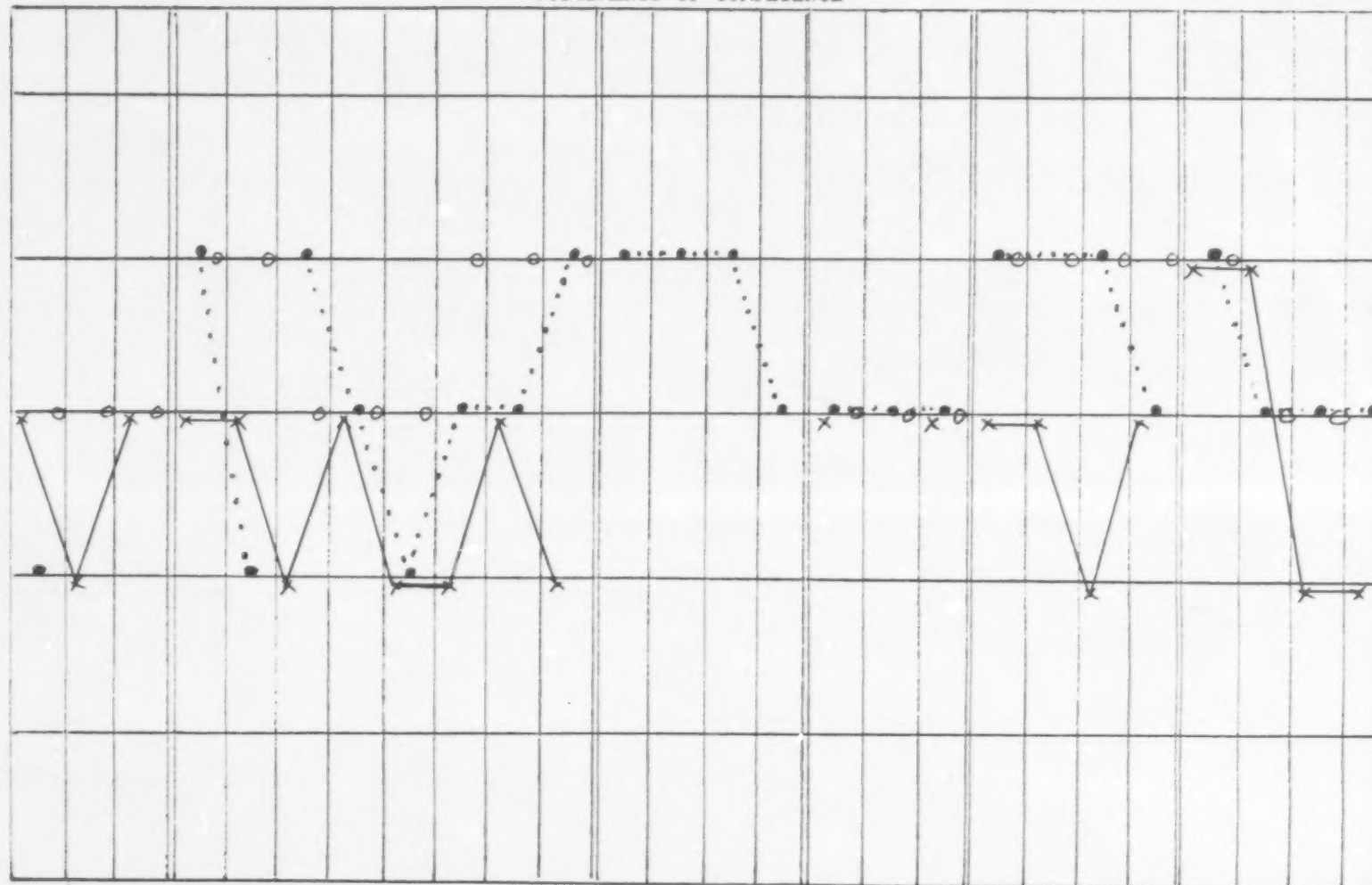
Competent

3

2

Not Yet
Competent

1



... = OCE Observer
X- = Principal/
Supervisor

56P = Graduate

Planning
& Prepar-
ing For
Evaluation

Performing
Instructional
Functions

Ratings Based
On Pupil
Behavior

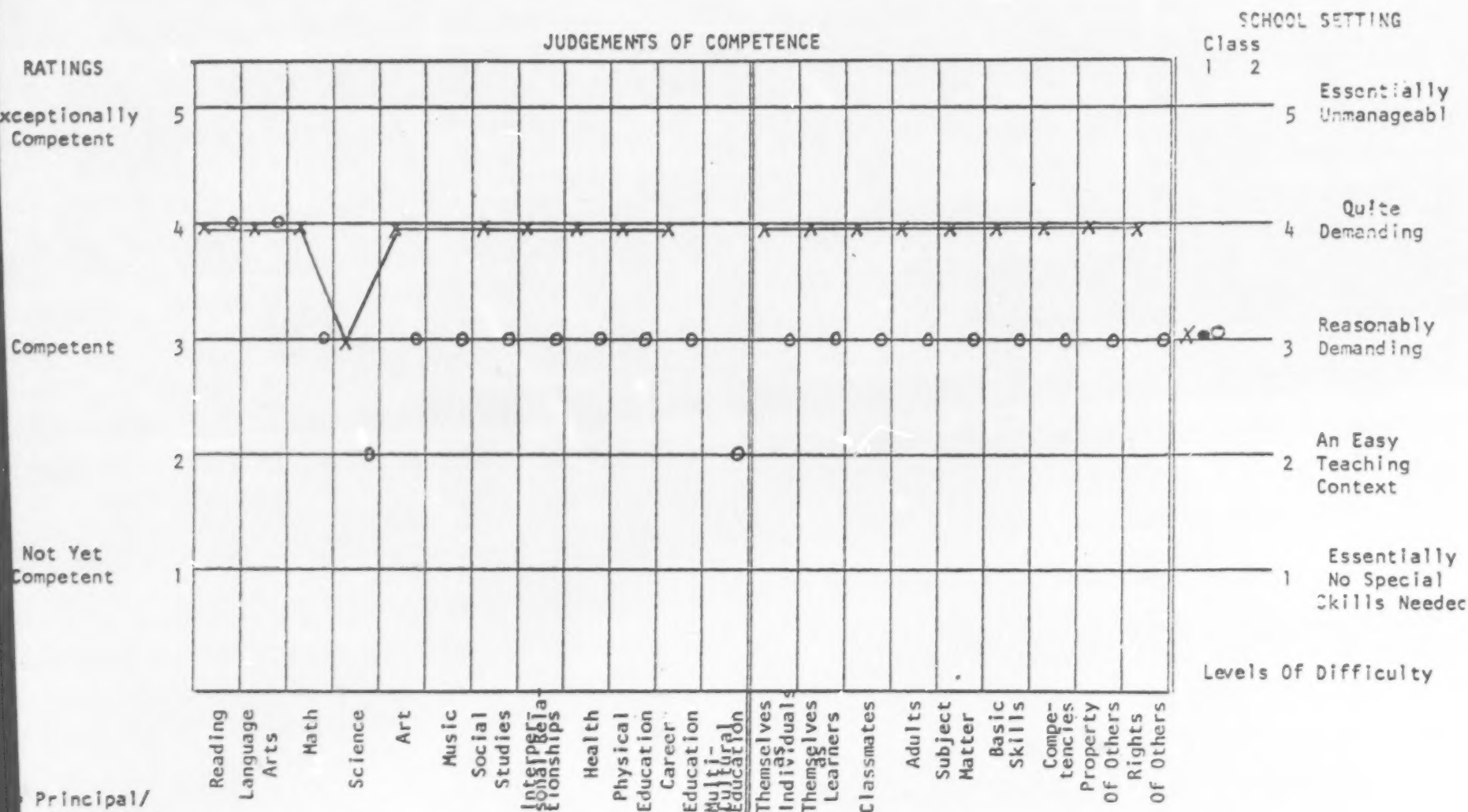
Obtaining &
Using Pupil
Outcome
Information

Relating
Interpersonally

Performing
Relating
Professional
Responsibilities

582

Name of Graduate

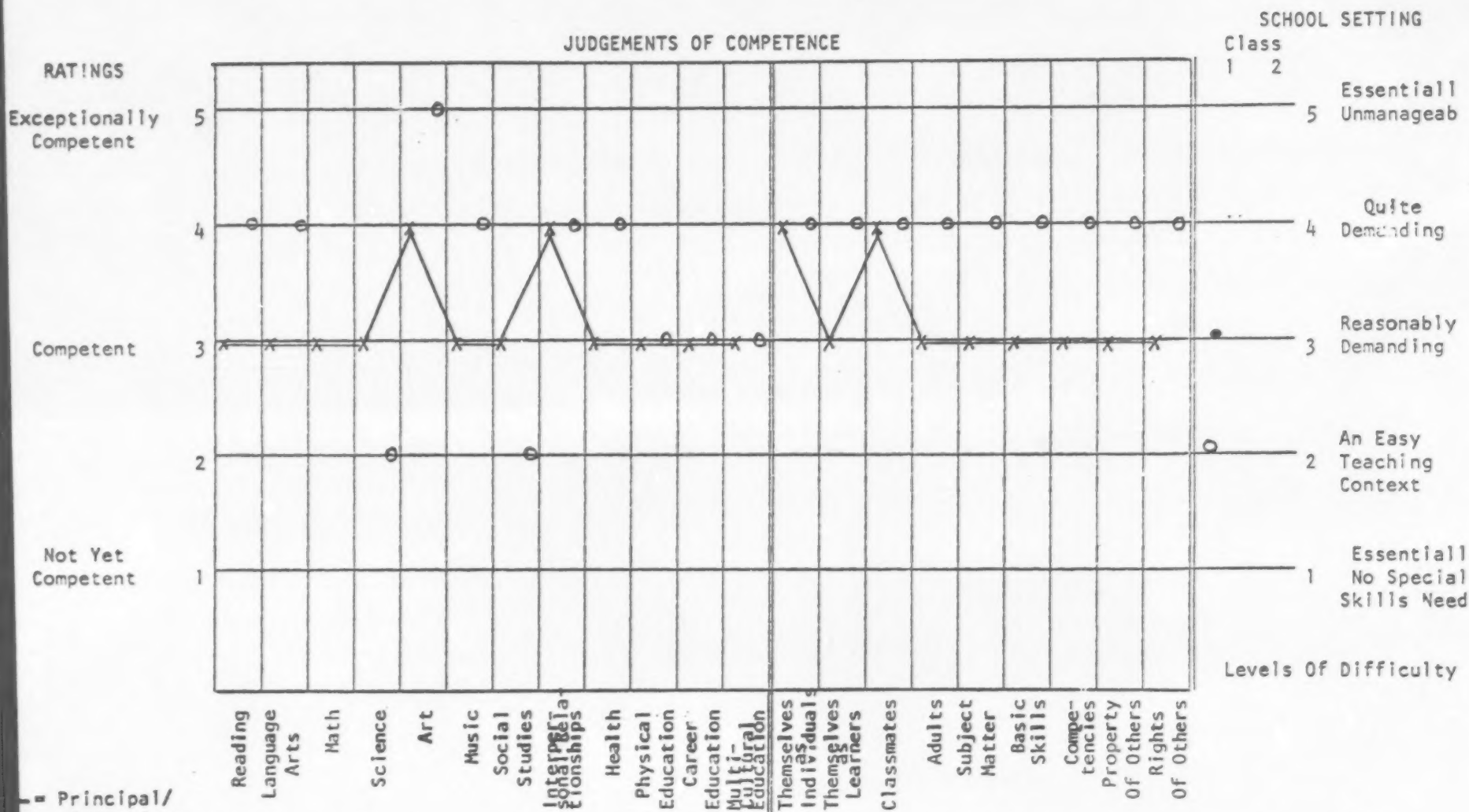


Principal/
Supervisor
Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

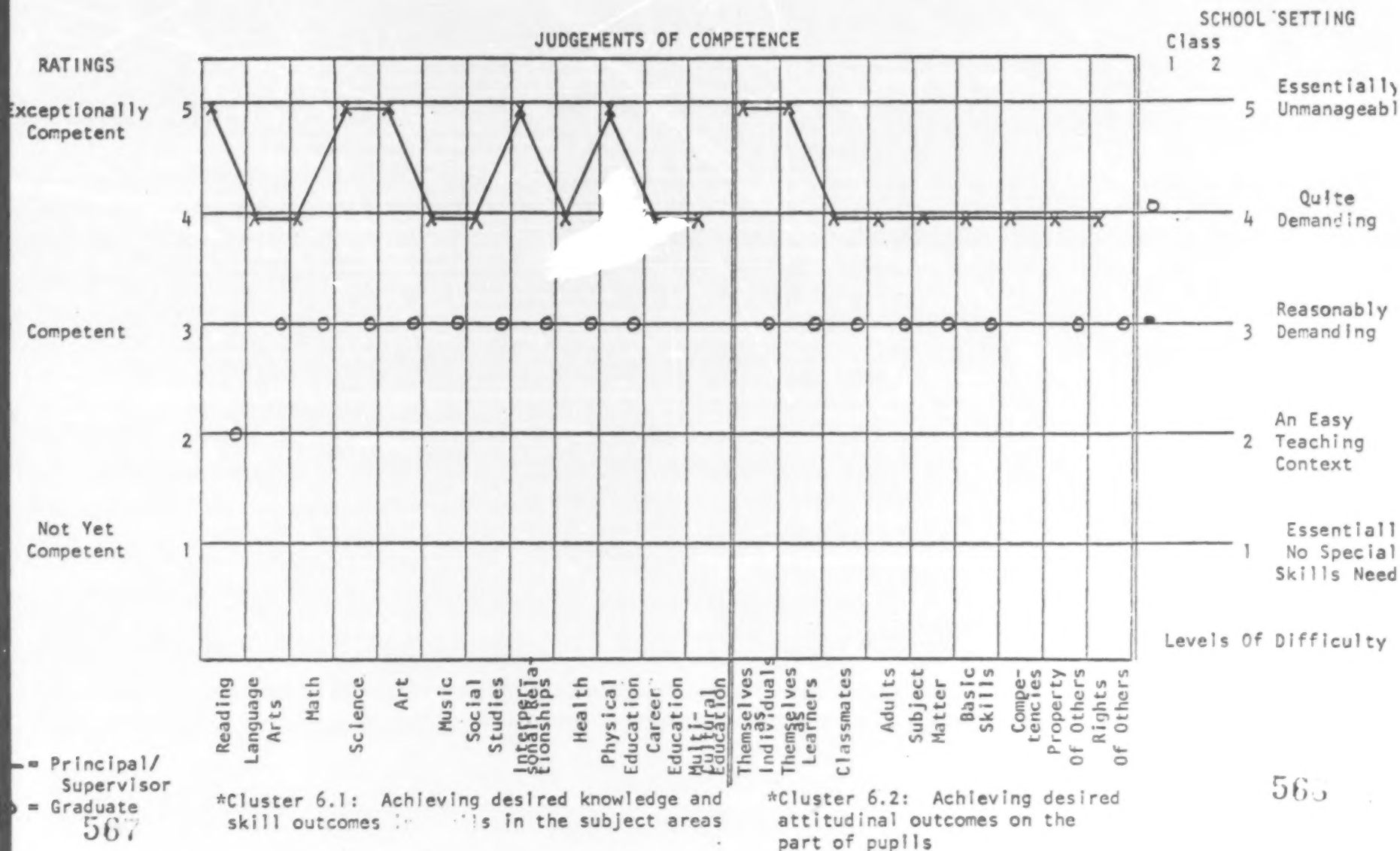
Name of Graduate



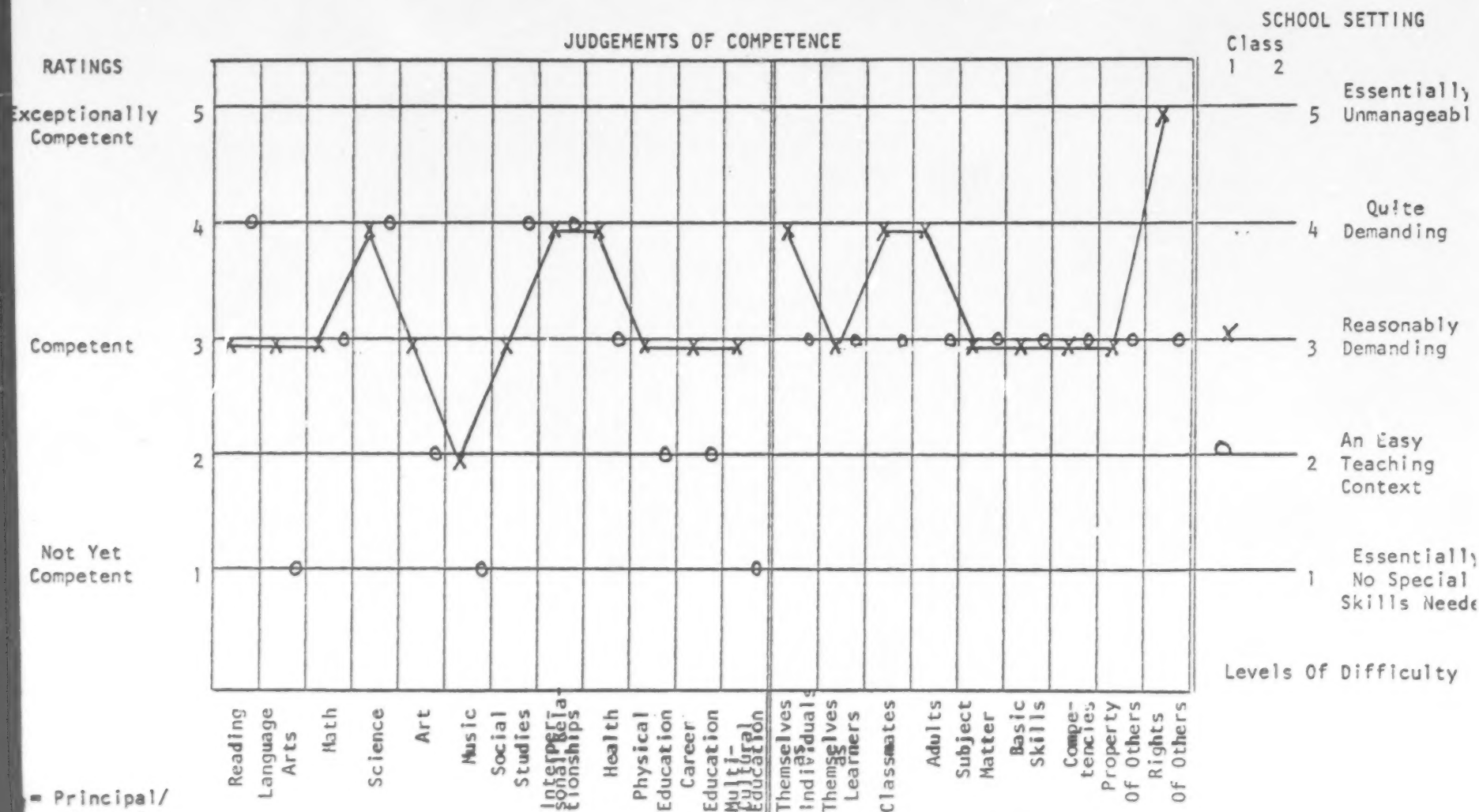
*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate



Name of Graduate



Principal/Supervisor
Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate

ATINGS

tionally
petent

petent

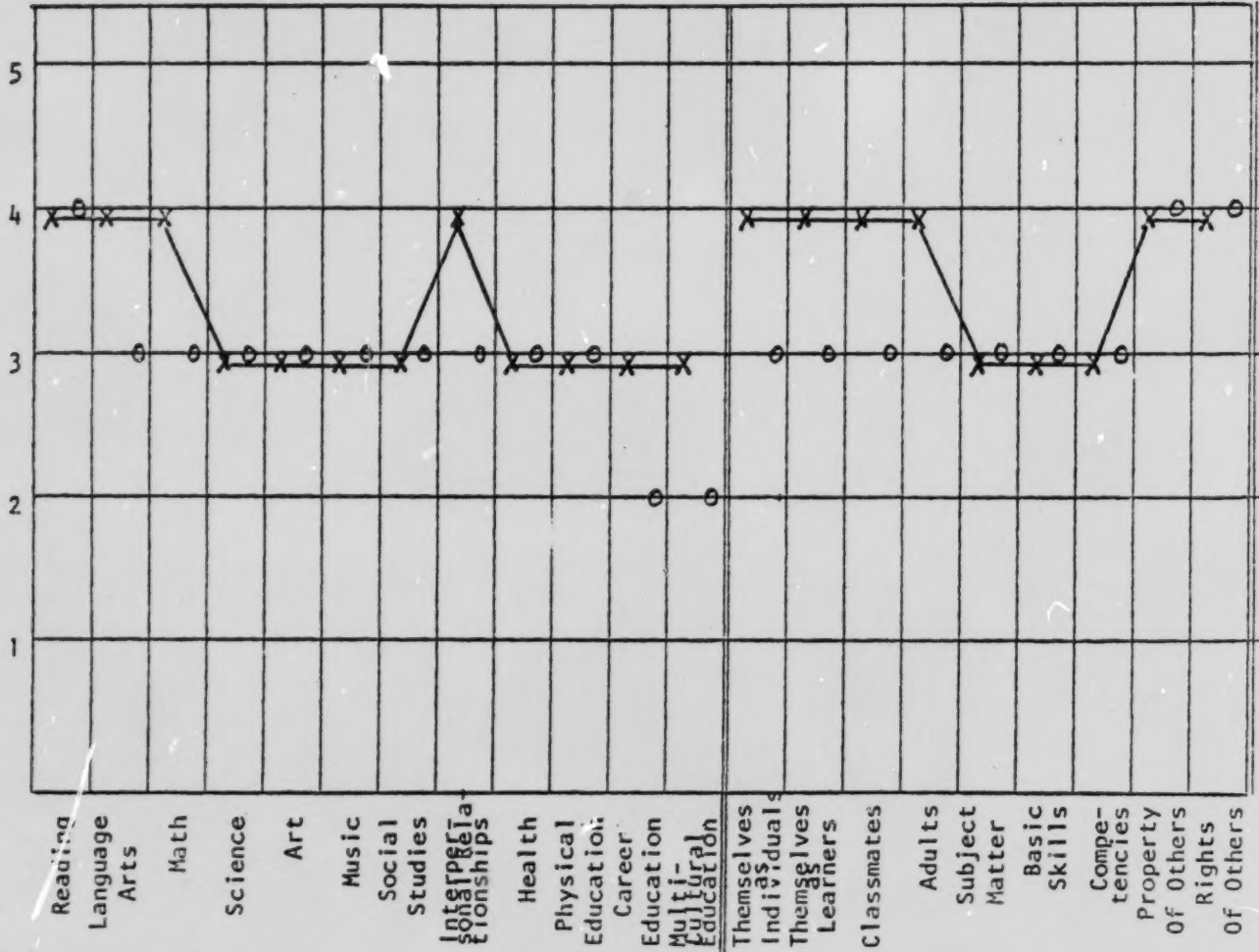
t Yet
petent

Principal/
Supervisor
graduate

JUDGEMENTS OF COMPETENCE

SCHOOL SETTING

Class
1 2



5 Essential Unmanageable

4 Quite Demanding

3 Reasonably Demanding

2 An Easy Teaching Context

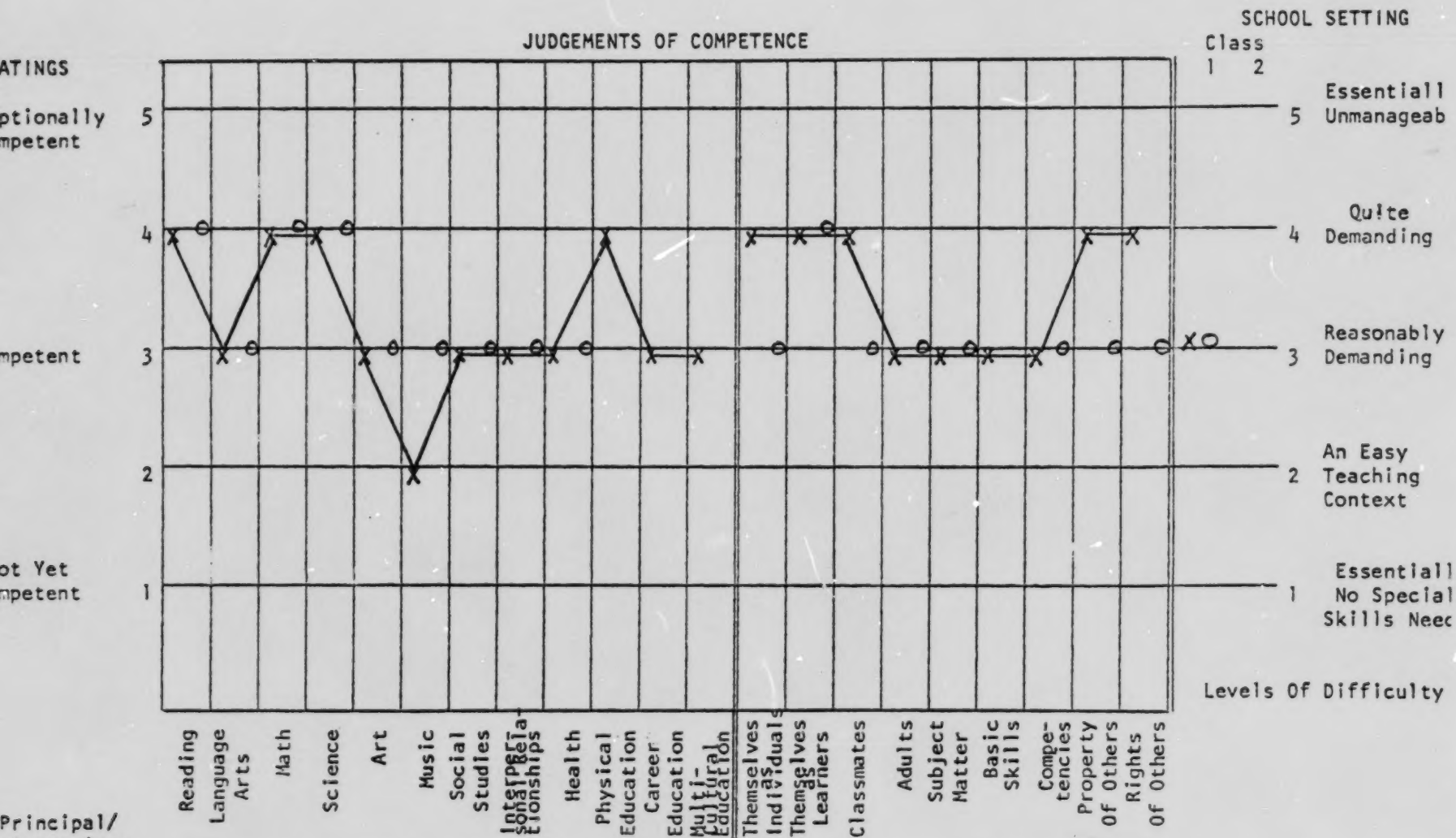
1 Essential No Special Skills Needed

Levels Of Difficulty

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate

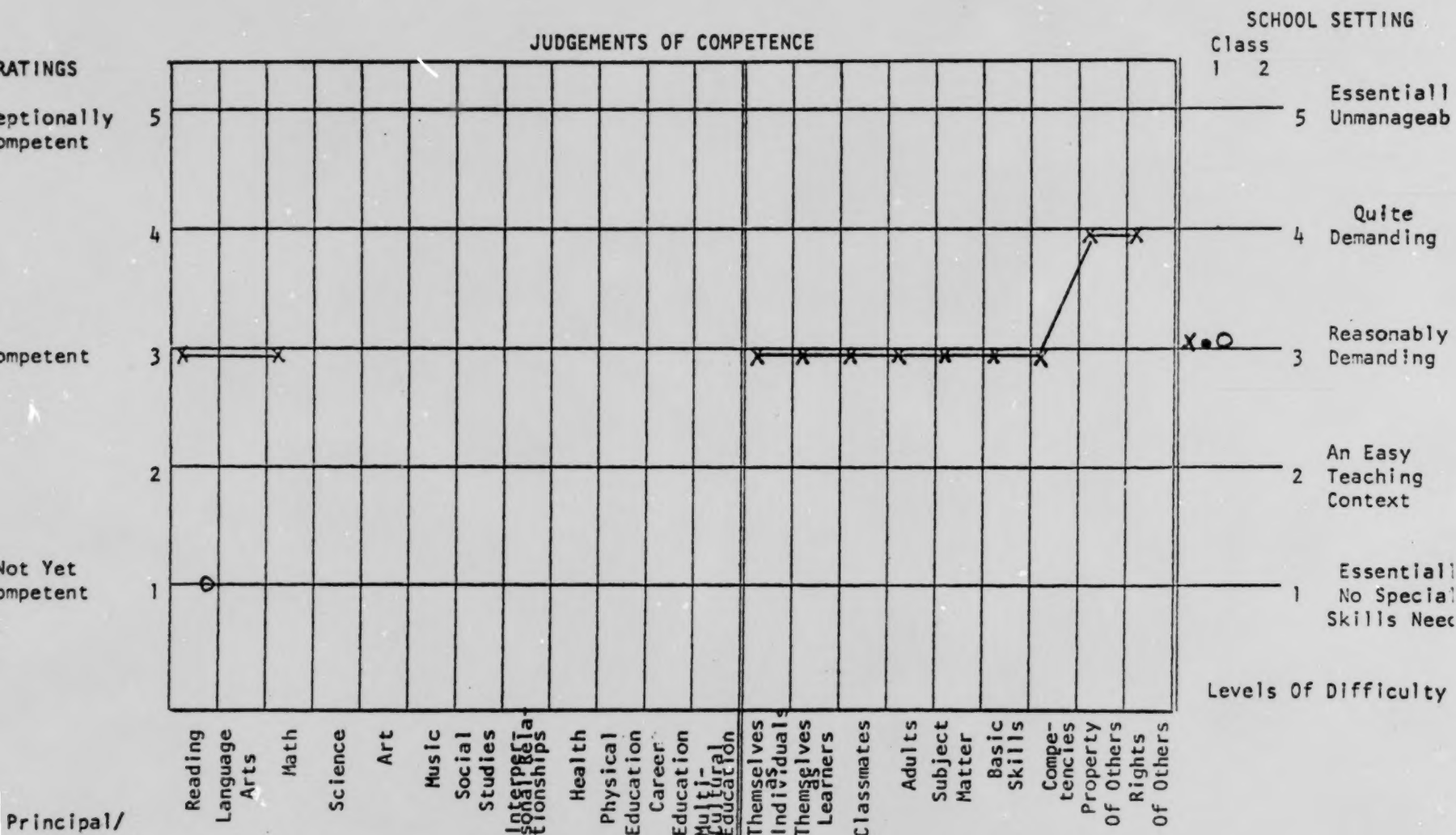


Principal/Supervisor Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate

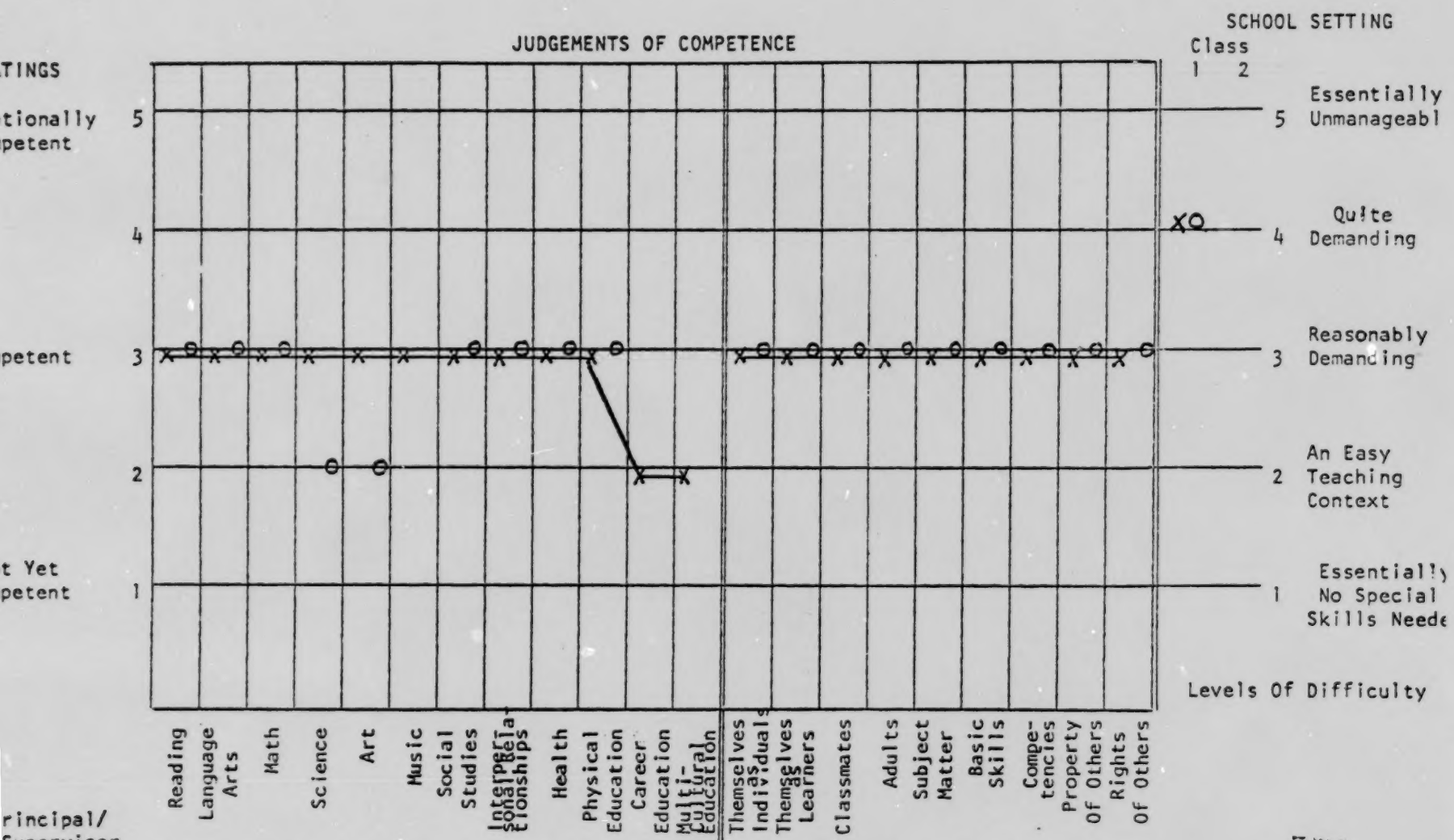


Principal/Supervisor Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate _____

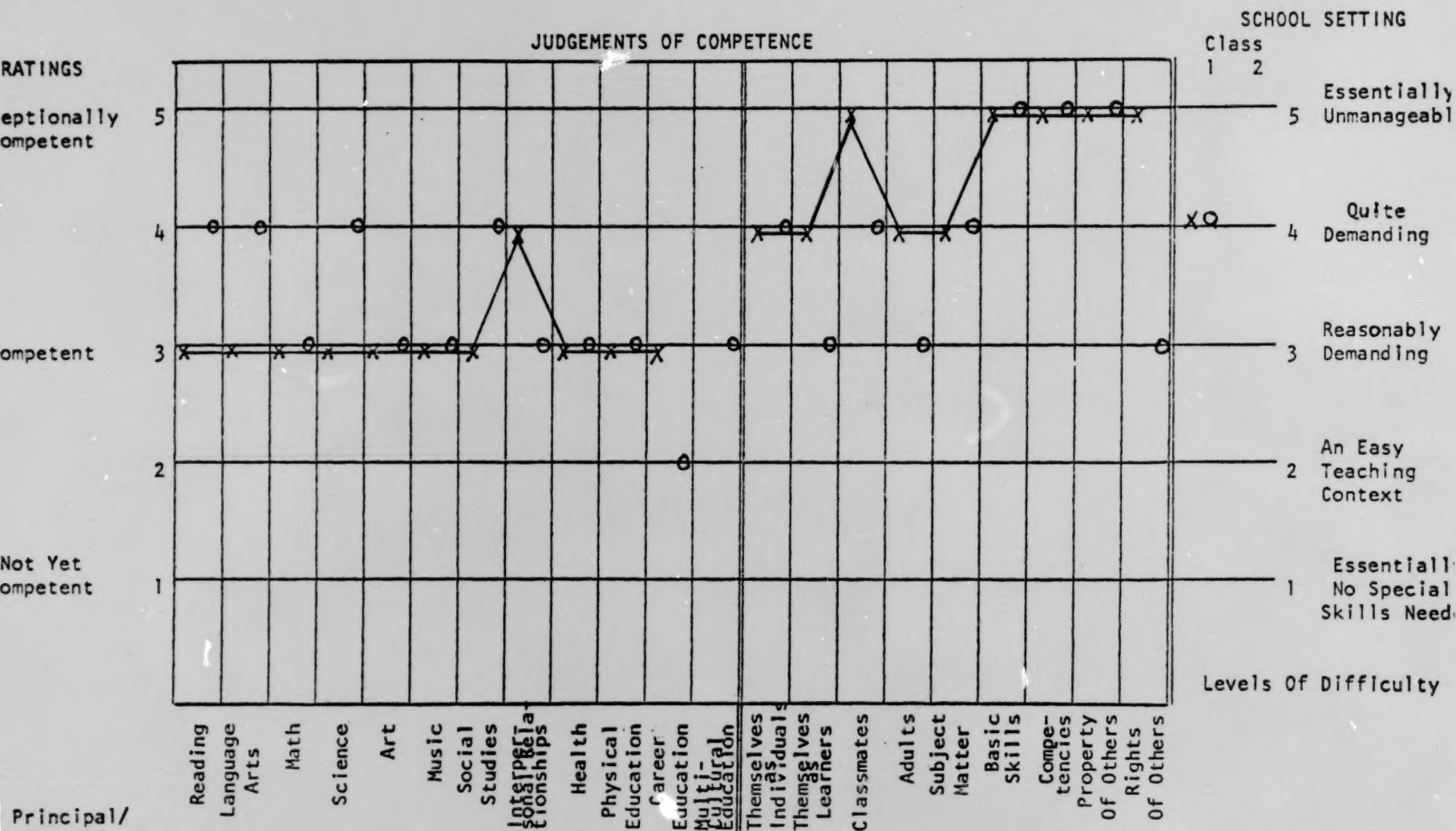


Principal/Supervisor Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

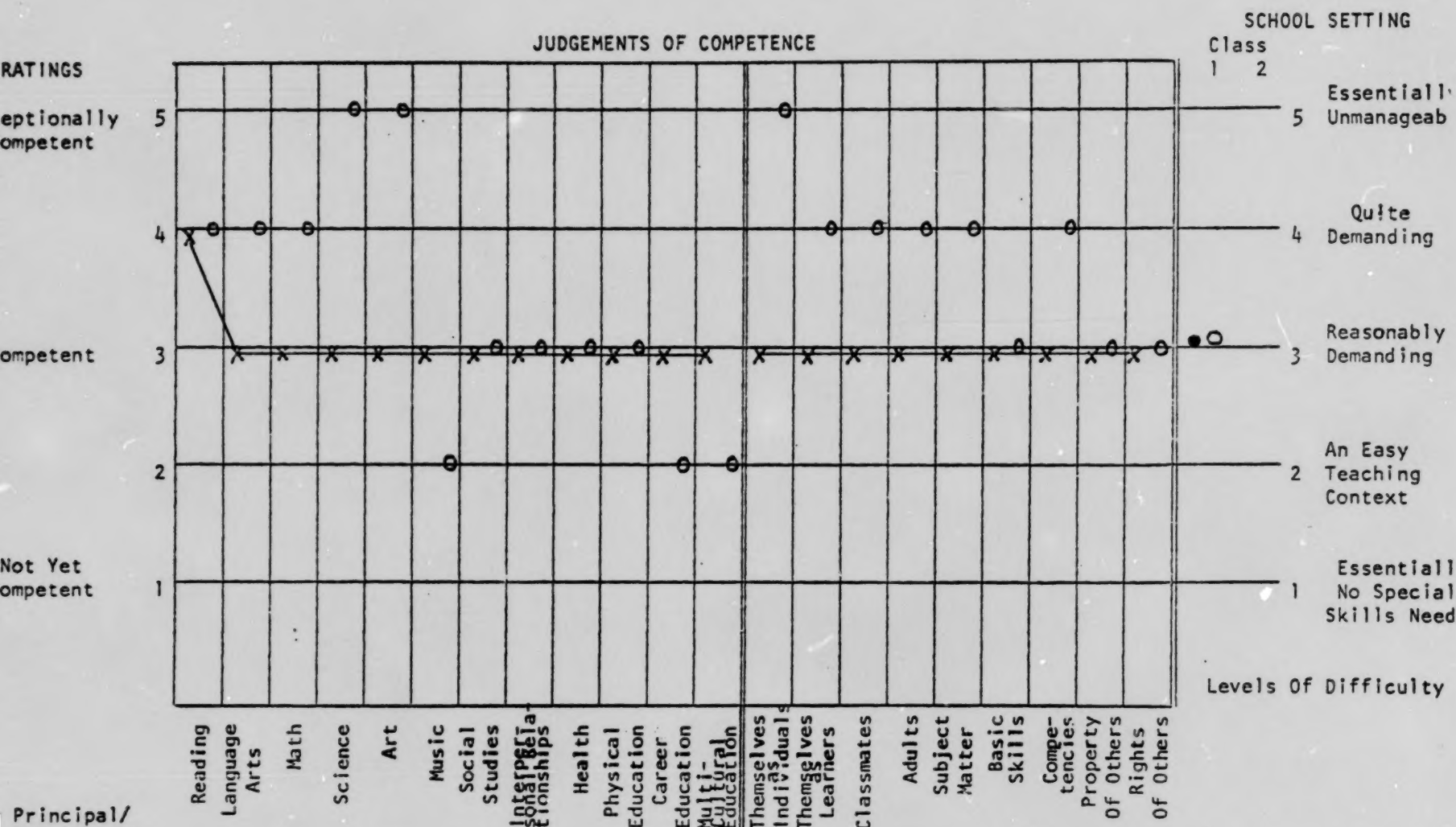
Name of Graduate



*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate

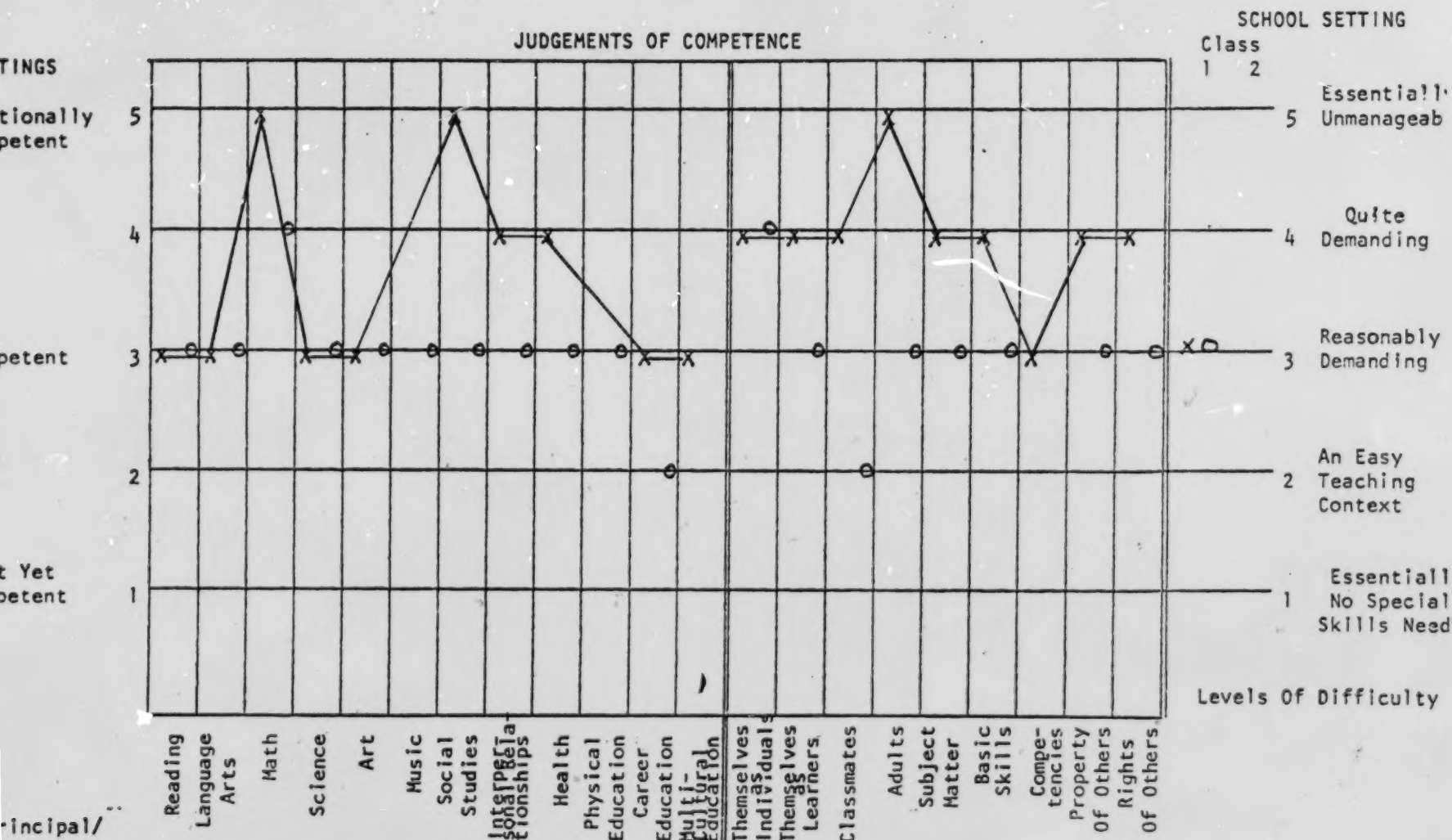


*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

582

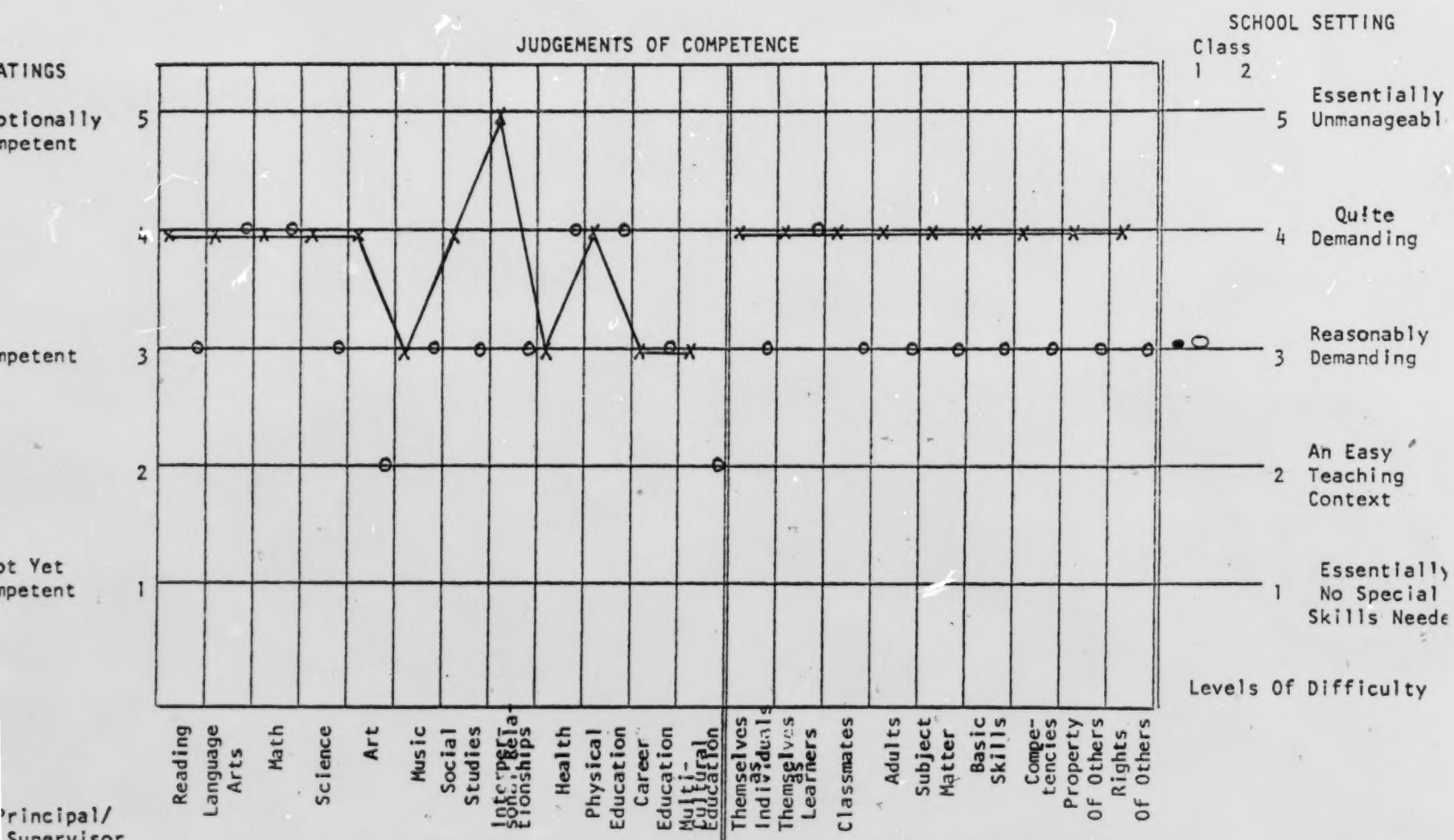
Name of Graduate



*Cluster 6.1: Achieving desired knowledge and skills outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate

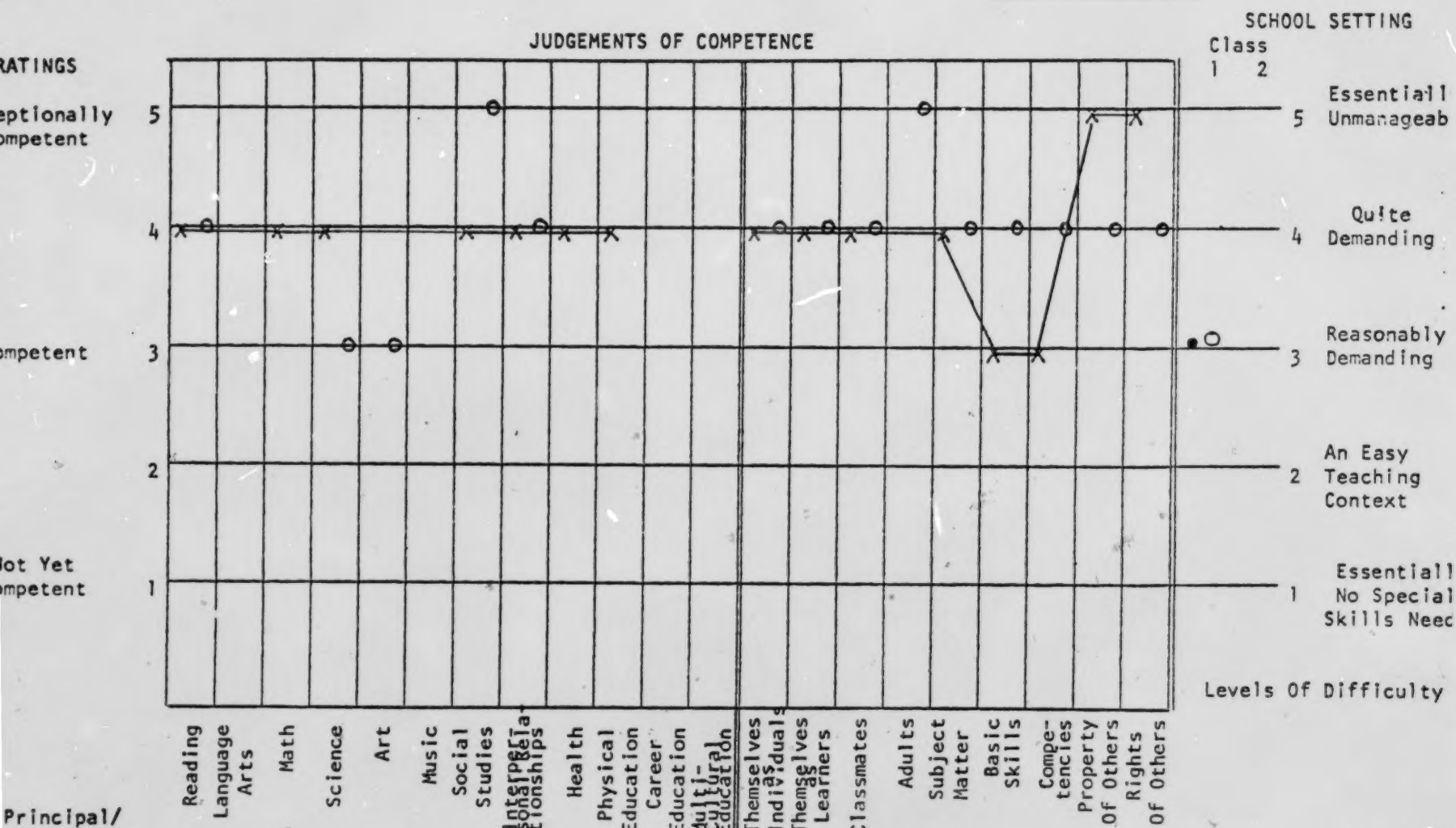


Principal/Supervisor Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate


Principal/
Supervisor
Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

588

Name of Graduate

RATINGS

Optionally
Competent

Competent

Not Yet
Competent

Principal/
Supervisor
Graduate

JUDGEMENTS OF COMPETENCE

SCHOOL SETTING

Class
1 2

5 Essentially
Unmanageabl

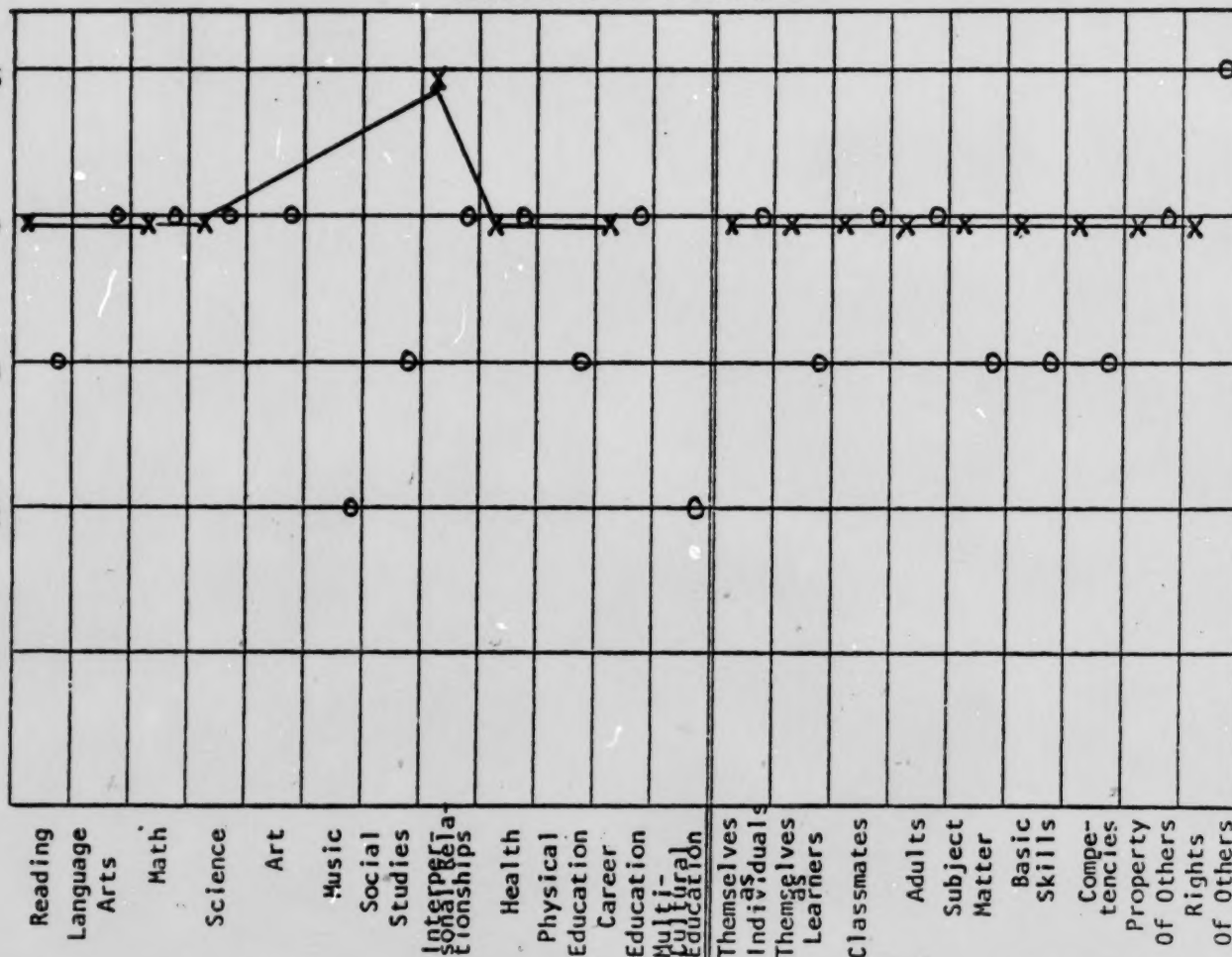
4 Quite
Demanding

3 Reasonably
Demanding

2 An Easy
Teaching
Context

1 Essentially
No Special
Skills Needs

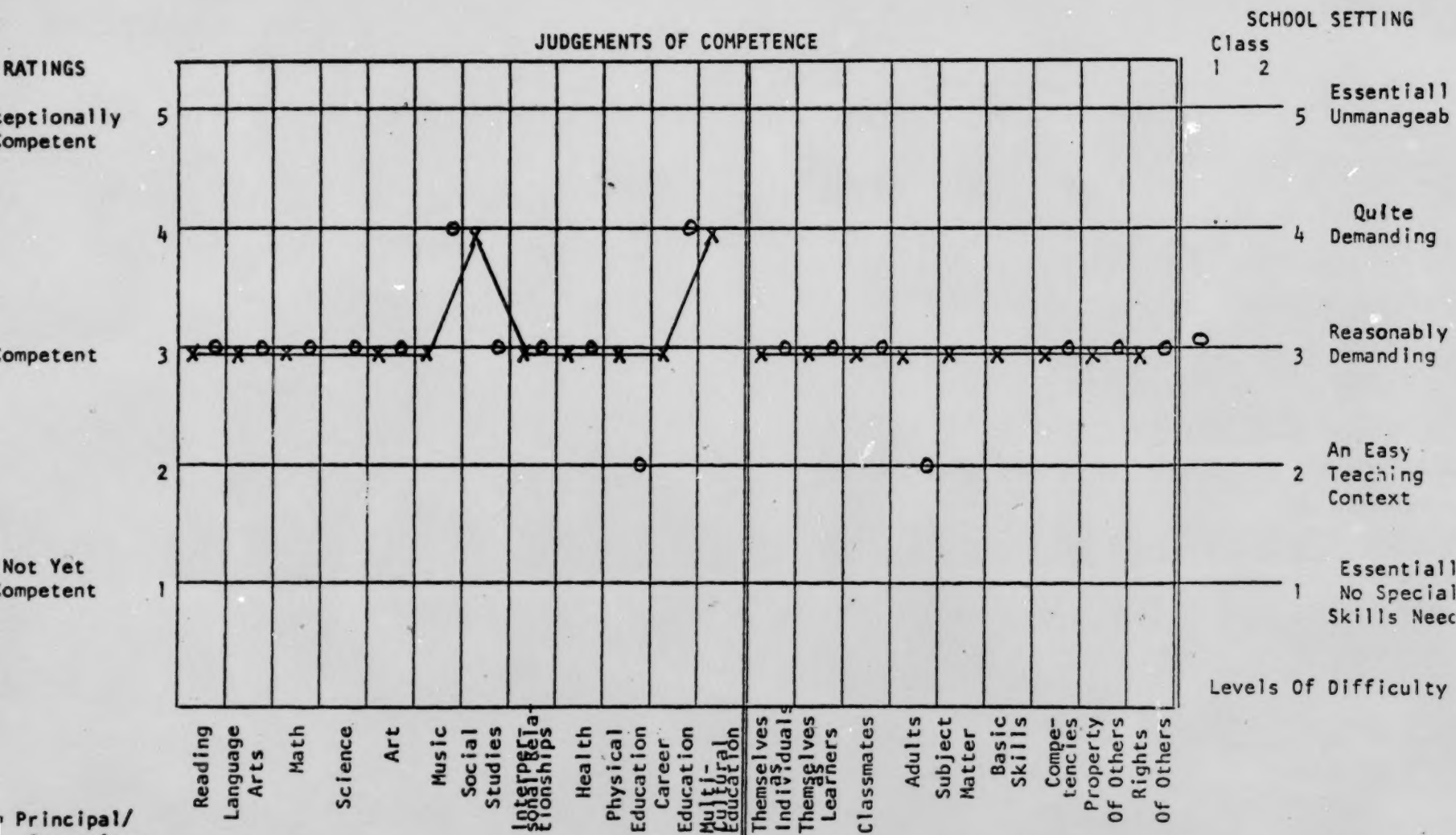
Levels Of Difficulty



*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

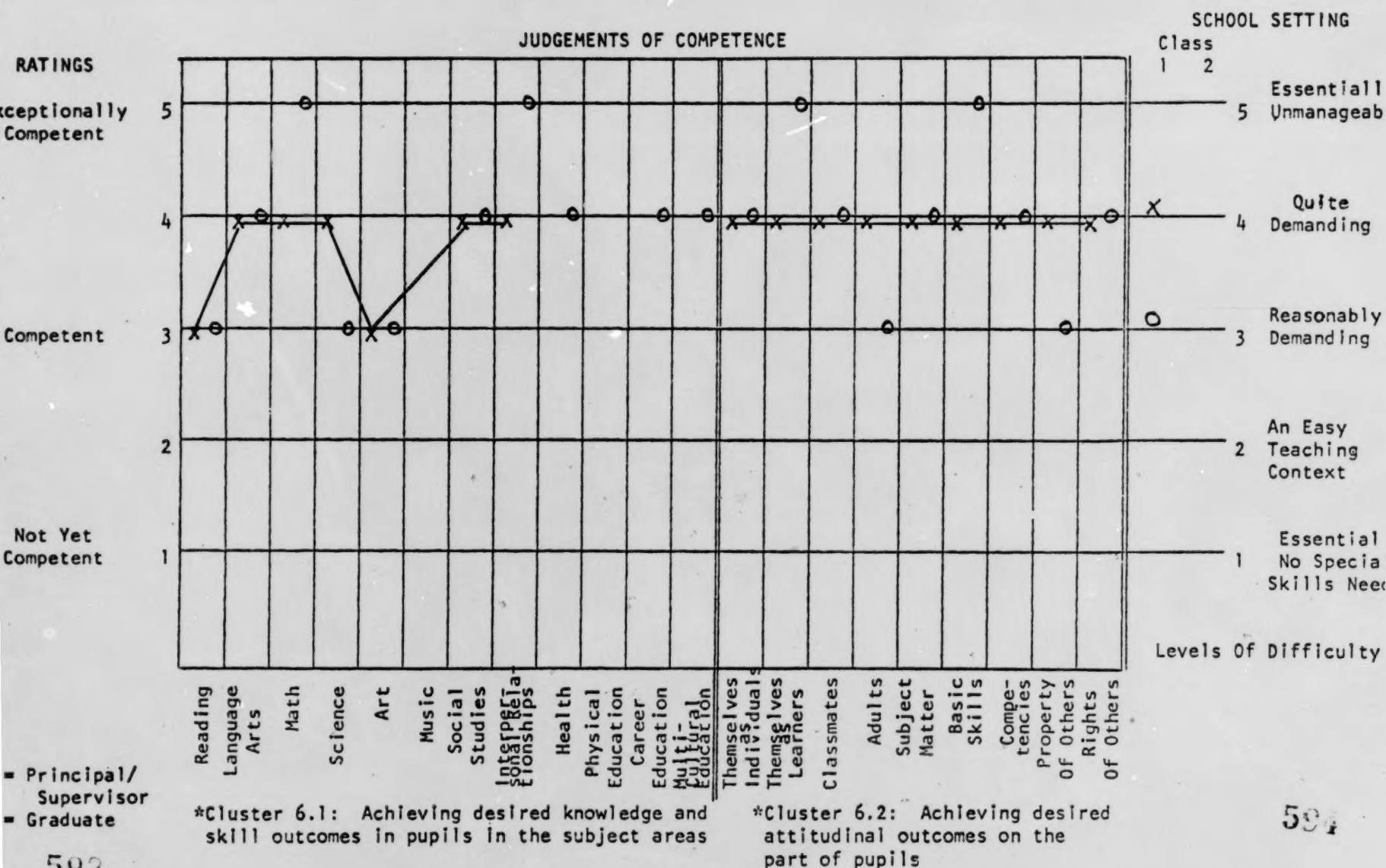
Name of Graduate


Principal/
Supervisor
Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate



Name of Graduate, _____

RATINGS

Exceptionally
Competent

Competent

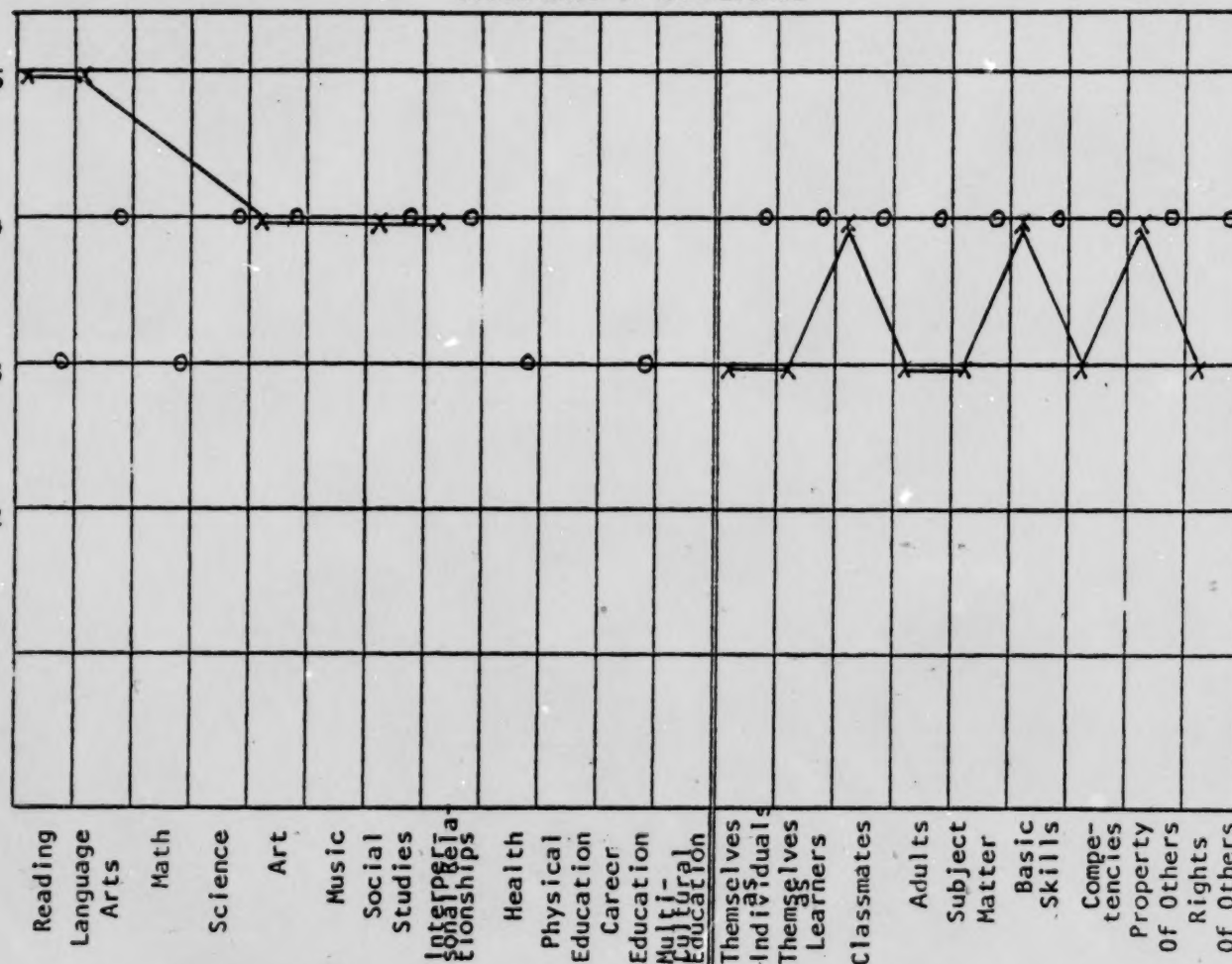
Not Yet
Competent

JUDGEMENTS OF COMPETENCE

SCHOOL SETTING

Class
1 25 Essentially
Unmanageable4 Quite
Demanding3 Reasonably
Demanding2 An Easy
Teaching
Context1 Essentially
No Special
Skills Needed

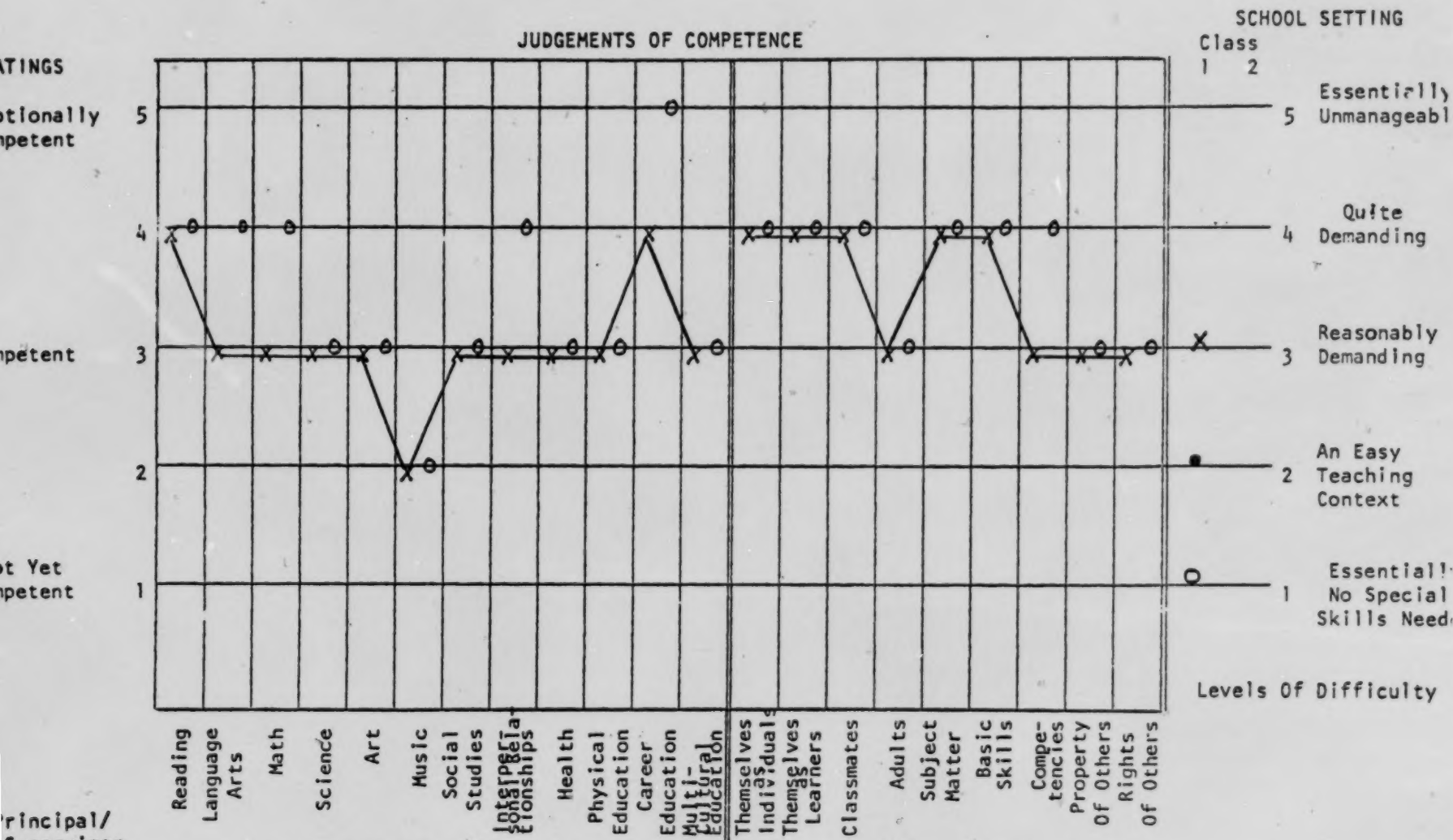
Levels of Difficulty

Principal/
Supervisor
Graduate

*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

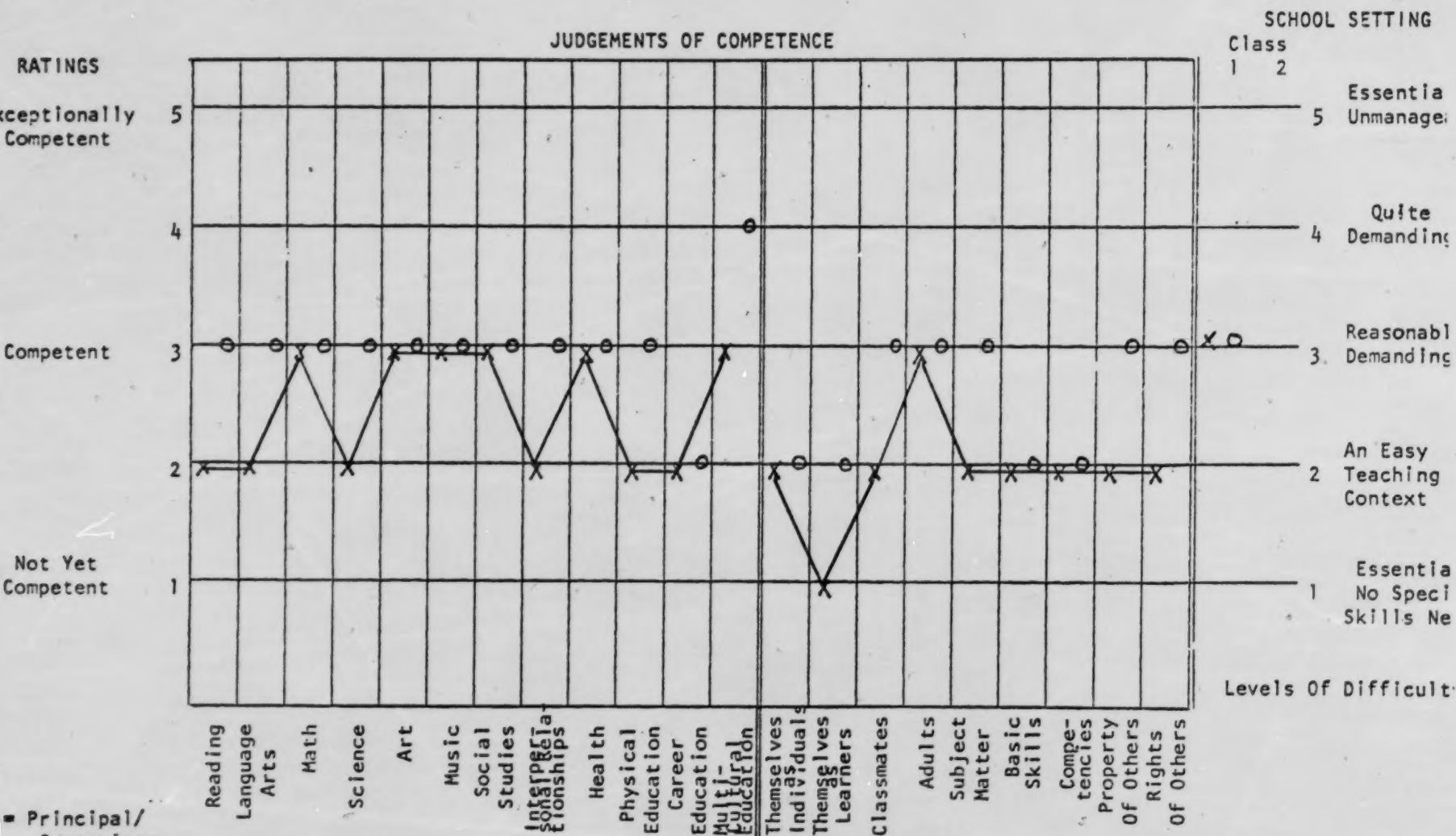
Name of Graduate



*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

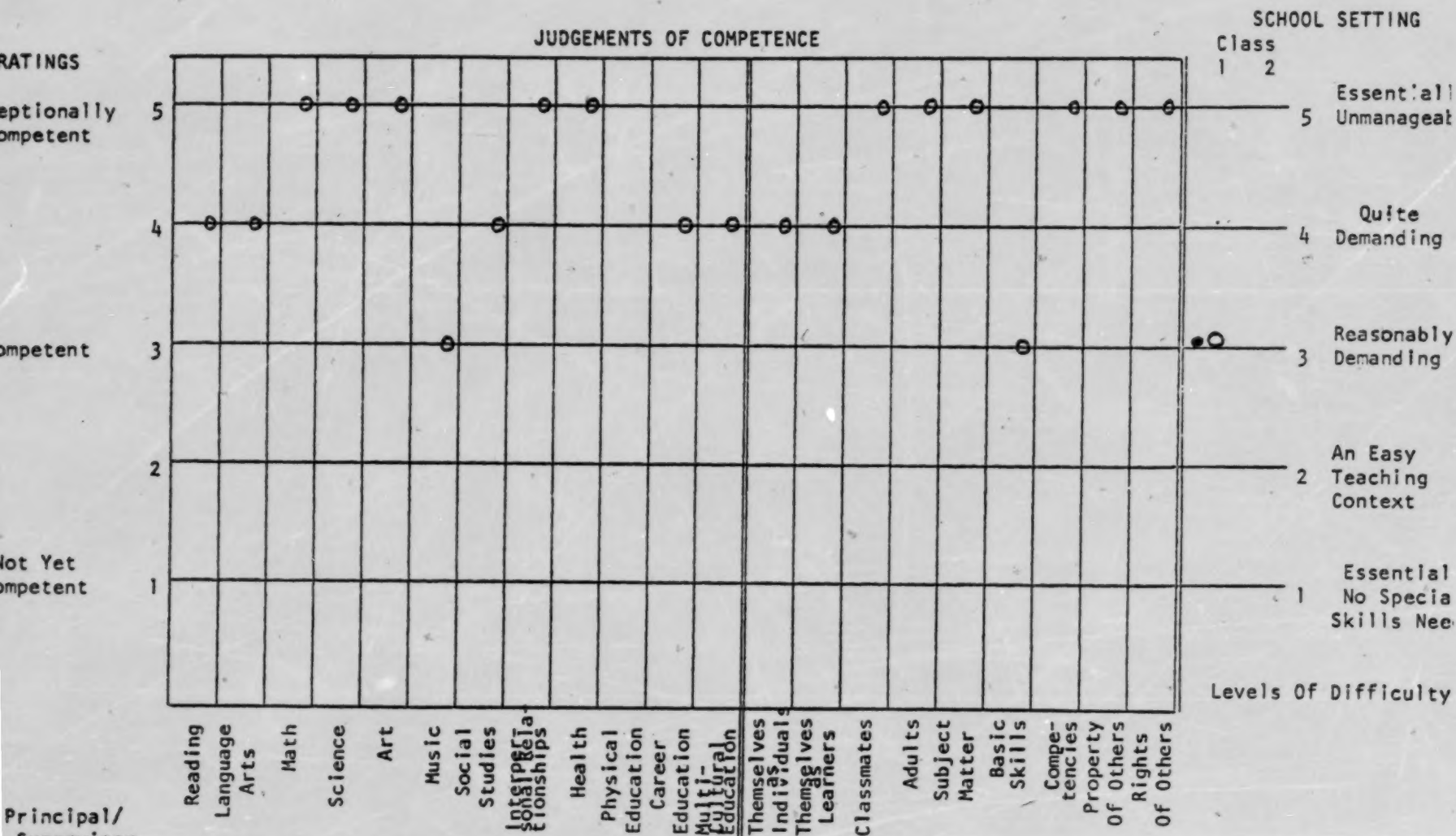
Name of Graduate _____



*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

Name of Graduate _____

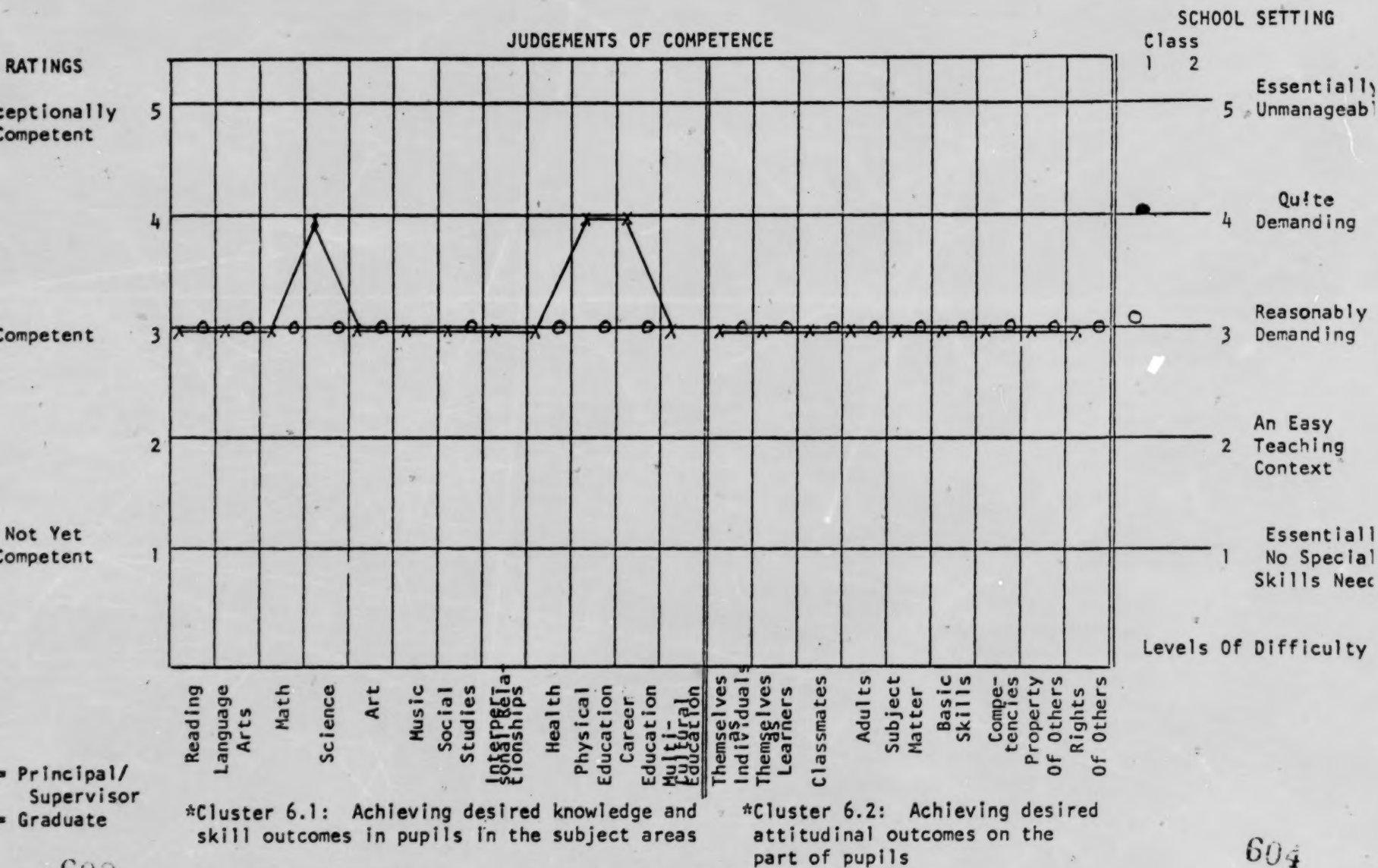


*Cluster 6.1: Achieving desired knowledge and skill outcomes in pupils in the subject areas

*Cluster 6.2: Achieving desired attitudinal outcomes on the part of pupils

INTER-RATER AGREEMENT ON JUDGEMENTS OF COMPETENCE AND CONTEXT DIFFICULTY FOR THE ELEMENTARY TEACHER FOLLOW-UP STUDY

Name of Graduate _____



APPENDIX K

Table 23. Agreement On Ratings Provided By The Graduate And The Graduate's Principal As To The Ability Of The Graduate To Bring About Desired Attitudinal Outcomes On The Part Of Pupils

CONTENT AREA	PERCENT INTERRATER AGREEMENT				NATURE OF DISAGREEMENT
	Perfect	+/- One	+/- Two	+/- Three	
Themselves As Individuals	57	29	14	--	Principal consist. Hgher
Themselves As Learners	43	48	10	--	
Classmates	48	49	05	--	Principal consist. Hgher
Adults	35	55	10	--	Principal consist. Hgher
Subject Matter To Be Learned	50	45	05	--	
Basic Skills To Be Mastered	53	42	05	--	Principal consist. Hgher
Competencies To Be Demonstrated	53	42	05	--	
The Property Of Others	52	43	05	--	Principal consist. Hgher
The Rights Of Others	38	52	10	--	Principal consist. Hgher
OVERALL AGREEMENT	48%	45%	08%		

APPENDIX K

Table 22. Agreement On Ratings Provided By The Graduate And The Graduate's Principal As To The Ability Of The Graduate To Bring About Desired Content Outcomes In Pupils

CONTENT AREA	PERCENT INTERRATER AGREEMENT				NATURE OF DISAGREEMENT
	Perfect	+/- One	+/- Two	+/- Three	
Reading	55	27	14	05	
Language Arts	53	42	05	--	
Mathematics	56	44	--	--	
Science	37	47	16	--	Principal consist. Hgher
Art	58	21	16	05	Principal consist. Hgher
Music	50	42	08	--	
Social Studies	45	45	10	--	Principal consist. Hgher
Interpersonal Relationships	45	45	10	--	Principal consist. Hgher
Health	61	33	06	--	Principal consist. Hgher
Physical Education	50	36	14	--	Principal consist. Hgher
Career Education	33	60	--	07	Principal consist. Hgher
Multi-Cultural Education	33	44	11	11	Principal consist. Hgher
OVERALL AGREEMENT	49%	40%	09%	02%	

AGREEMENT ON RATINGS IN ATTAINING
PUPIL OUTCOMES

COMPETENCY DEMONSTRATION CONTEXT: FIRST YEAR TEACHING

COMPETENCY CLUSTER II. PERFORMING INSTRUCTIONAL FUNCTIONS

(Note: Ratings for these competencies are to be based primarily upon observations made in the classroom)

Time of First Observation

Time of Second Observation

OCE GRADUATE

Date of Observation

COLLEGE OBSERVER

* * *

CONTEXT DESCRIPTION

STUDENTS TO BE TAUGHT

School _____

Grade Level _____

Number of Pupils _____

Special characteristics of pupils _____

Special characteristics of context _____

SUBJECTS TAUGHT DURING TIME OBSERVED, AND

OUTCOMES TO BE ACHIEVED

Observation #1 _____

Observation #2 _____

* * *

608

609

PROJECT FOLLOW-UP
The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
January, 1976

FIELD TEST FORMAT #2

TEACHER EVALUATION AND PROGRAM DESIGN SURVEY

(To be filled out by principals in the follow-up study of OCE graduates teaching in elementary schools; Spring, 1976)

Principal _____

School _____

OCE Graduate Being Evaluated _____

Date Of Evaluation _____

DIRECTIONS: Listed below are a number of competencies that graduates from the OCE Elementary Teacher Preparation program are expected to possess. Would you indicate the extent to which the OCE graduate being evaluated reflects these various competencies, as you perceive them in relation to a fully competent teacher. Add other competencies that you feel should be attended to in the Elementary program at OCE on the second page.

* * * *

AREA OF COMPETENCE	PERCEIVED LEVEL OF COMPETENCE					COMMENTS (OPTIONAL)
	Not Yet Competent		Competent		Exceptionally Competent	
	1	2	3	4	5	
1 Defining desired learning outcomes, and indicators of their achievement	-----	-----	-----	-----	-----	
2 Planning instructional activities, materials and procedures that will facilitate outcome achievement and accommodate individual differences in learners	-----	-----	-----	-----	-----	
3 Assessing the standing of students in relation to desired outcomes as a basis for planning	-----	-----	-----	-----	-----	
1 Managing instructional transitions and terminations	-----	-----	-----	-----	-----	
2 Conveying to pupils an understanding of the learning outcomes desired from instruction	-----	-----	-----	-----	-----	
3 Managing the use of instructional materials, procedures and activities to bring about outcomes desired	-----	-----	-----	-----	-----	
4 Adapting instruction to meet the demands of context	-----	-----	-----	-----	-----	
5 Building motivation and interest in learning	-----	-----	-----	-----	-----	
6 Providing for variety in instructional activities and levels of thinking	-----	-----	-----	-----	-----	
7 Dealing with the content of subject matter areas	-----	-----	-----	-----	-----	
8 Dealing with disruptive events, visitors, horseplay, fights, emotional upset	-----	-----	-----	-----	-----	

TEACHER EVALUATION AND PROGRAM DESIGN SURVEY (CONT'D.)

AREA OF COMPETENCE	PERCEIVED LEVEL OF COMPETENCE					COMMENTS (OPTIONAL)
	Not Yet		Competent		Exceptionally	
	Competent	2	3	4	Competent	
1. Achieving desired knowledge and skill outcomes in pupils in the areas of						
. Reading						
. Language Arts other than reading						
. Mathematics						
. Science						
. Art						
. Music						
. Social Studies						
. Interpersonal Relationships						
. Health						
. Physical Education						
. Career Education						
. Multi-Cultural Education						
2. Achieving desired attitudinal outcomes on the part of pupils toward						
. Themselves as individuals						
. Themselves as learners						
. Classmates						
. Adults						
. Subject matter to be learned						
. Basic skills to be mastered						
. Competencies to be demonstrated						
. The property of others						
612. The rights of others						

613

AREA OF COMPETENCE	PERCEIVED LEVEL OF COMPETENCE					COMMENTS (OPTIONAL)
	Not Yet		Competent		Exceptionally	
	Competent	1	2	3	4	
3.1 Assessing the achievement of desired learning outcomes						
3.2 Analyzing outcome data, and identifying possible reasons for the levels of achievement attained						
3.3 Using pupil outcome data to plan next steps						
4.1 Relating to pupils about instructional matters						
4.2 Relating to pupils about personal matters						
4.3 Relating to colleagues						
4.4 Relating to parents and members of the broader community						
5.1 Managing non-instructional activities, e.g., play ground activities, lunch count, cafeteria duty						
5.2 Meeting work schedule demands						
5.3 Keeping the learning environment functional and appealing						
5.4 The assumption of leadership responsibilities within the school						
* * *						
Other Areas of Competence OCE should attend to						

Characteristics Of Your Classroom

Organization of Space, e.g., chairs or desks arranged into sub-groupings;
many projects or experiments on display (please describe).

Organization of Instruction, e.g., individualized math program; grouped
reading program; most other instruction group-paced (please describe).

Availability of Materials, e.g., many materials on display, easy access;
many materials, limited access; few materials (please describe).

Instructional Personnel, e.g., two additional team members in math; a
half-time aide in reading; a reading specialist available for
referral; a music teacher two periods a week (please describe).

★ ★ ★

Characteristics Of Pupils Taught

Number of girls _____

Number of boys _____

Number of children who are
educationally gifted _____

Number of children who are
educationally handicapped _____

Number of children from
above average socio-
economic families _____

Number of children from
below average socio-
economic families _____

Dominant ethnic group(s) other than Caucasian _____

Description	Number of Children
-------------	-----------------------

_____	_____
_____	_____

YOUR JUDGMENT AS TO THE COMPLEXITY/DIFFICULTY OF THE SETTING IN WHICH YOU TEACH

Teacher's Name _____

School and Grade Level _____

Date _____

1. LEVEL OF COMPLEXITY/DIFFICULTY (indicate by checking the box that best describes)

Essentially No
Special Skills Required
To Manage The Teaching
Context; The Classroom
Unusually Well Structured/
Organized/Controlled

An Easy
Teaching Context
To Manage; Not
Particularly Complex
Or Difficult

Reasonably Demanding
As A Teaching Context
To Manage; Somewhat
Complex/Difficult,
But Not Overly
Troublesome

Quite Demanding
As A Teaching Context
To Manage; Complex/
Difficult, But Not
Impossible

Essentially
Unmanageable
As A Context
Within Which To
Teach; Unusually
Complex/Difficult

☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐

2. SOURCE(S) OF COMPLEXITY/DIFFICULTY (check all that apply)

Curriculum/Approach
to Instruction _____

Behavior of Children _____

Physical Environment,
including number
of children _____

Relationships with
Colleagues and/or
Supervisors _____

Other _____

APPENDIX G:

PLANNED COURSE STATEMENT

Fall, 1977

Department	<u>Education</u>	Area(s) of Study	<u>Secondary</u>
Course Title	<u>Secondary Block</u>	Course Number	<u>Ed. 363</u>
Length of Course	<u>1 quarter</u>	No. Of Credits	<u>11</u> Grade Level(s) <u>Jr.</u> <u>Sr.</u>
Pre-requisite(s)	<u>Junior Standing</u>	Credit by Exam Available?	<u>yes</u> <u>X</u> no
Check One	Alternative Learning Opportunities (Check One or More)		
<u>X</u> Required	<u>Does not Apply</u>		
<u>Selective</u>	<u>Independent Study</u>		
<u>Elective</u>	<u>Off Campus Experience</u>		
	<u>Other (Explain in Course Overview)</u>		

COURSE OVERVIEW

BRIEF DESCRIPTION OF COURSE
(Catalogue Description)

Title Secondary Block

(Ed 363, Learning and Instruction in the
Intermediate and Secondary School)

Description: (Statement to include when applicable, prerequisites, class size, if limited, consent of instructor, if required, length, general areas of study, etc. 30-150 words.)

Since Secondary Block is the first professional education course taken by secondary education majors, it serves not only as an introduction to secondary education, but also as a means of exploration in which students may discover, develop, and test skills, interests, understandings, and attitudes in a public school environment. The block is composed of a classroom phase of two (2) hours per day and a field experience phase in which the student works in junior or senior high school classrooms a minimum of two periods daily. Students receive 11 quarter hours credit. A major purpose of the "Block" is to act as a screening device by giving both the student and the college some data on which to make a decision on the advisability of proceeding with a teaching career before major investments in time and money have been made.

GENERAL COURSE CONTENT

1. Goals and Objectives - School, Program, and Course Goals--Performance Indicators
2. Classification of Objectives
3. Systems of observing/analyzing teaching/learning behavior
4. Development of Responsible student behavior. (Classroom and general school discipline.)
5. Career Education
6. Planning and Evaluation
7. The Instructional Cycle
8. General Curriculum Development
9. Teaching Strategies
10. Public School Organization
11. Teacher Rights and Responsibilities
12. Student Assessment Procedures
13. Intercultural Relations
14. Interpersonal Relations
15. Educational Psychology
16. Historical Development of Secondary Education
17. Recognition and awareness of learning problems

MAJOR LEARNER ACTIVITIES

1. Planned Course Statement in Student's subject matter area
2. Written Lesson Plans
3. Simulated Teaching
4. Use of several methods of teacher/student observation
5. Field Experience
6. Special projects
7. Oral reports and class discussion
8. Community and professional resources
9. Assessment instruments

Ed. 363 - Secondary Block

General Competencies General Objectives	Performance Indicators Specific Objectives	Measurement/Evaluation Activities Examples
Student will demonstrate:	The student will demonstrate the ability to:	
an understanding of various learning theories and basic learning principles and their relationship to the instructional process.	1.1 Select a major learning theory (association or field) and describe its appropriate usage. (Cognitive: Application) 1.2 Provide a brief definition of each of the four learning principles: motivation, transfer, reinforcement, and retention. (Cognitive: Comprehension) 1.3 Incorporate the learning principles into a lesson plan to be taught to the class. (Cognitive: Application) 1.4 Observe and identify learning principles as they are used by teachers. (Cognitive: Application)	1.1 a. exam b. term paper c. oral report d. simulation activity 1.2 a. exam b. term paper c. oral report d. peer teaching 1.3 a. peer teaching b. lab class demonstration c. simulation activity 1.4 a. lab observation report b. exam c. observation of peer teaching d. collect and analyze objective data
the ability to write and classify appropriate course goals and performance indicators.	2.1 Write general objectives (course goals) for a given instructional unit in appropriate subject matter areas. (Cognitive: Application) 2.2 Develop specific performance indicators related to the objectives (course goals.) re: 2.1 2.3 List the criteria for specific behavioral objectives. (Cognitive: Knowledge) 2.4 Give a definition of performance indicators. (Cognitive: Knowledge)	2.1 a. planned course statement b. peer teaching c. exam d. lab teaching 2.2 a. planned course statement b. daily lesson plan c. peer teaching d. exam f. lab teaching 2.3 a. exam b. term paper c. project d. oral report 2.4 a. exam b. term paper c. project d. oral report

- | | |
|--|--|
| 2.5 Write examples of specific performance indicators for given course goals. (Cognitive: Application) | 2.5 a. planned course statement b. exam c. class demonstration d. peer teaching |
| 2.6 Select one or two performance indicators and develop a lesson plan to implement them in the classroom. (Cognitive: Synthesis) | 2.6 a. planned course statement b. lab demonstration c. peer teaching d. exam |
| 2.7 Define the three domains on the TAXONOMY OF EDUCATIONAL OBJECTIVES. (Cognitive: Knowledge) | 2.7 a. exam b. term paper c. oral report |
| 2.8 List the six levels of the cognitive domain. (Cognitive: Knowledge) | 2.8 a. exam b. project c. term paper |
| 2.9 Classify appropriate performance indicators (behavioral objectives) according to the six levels of the cognitive domain. (Cognitive: Evaluation) | 2.9 a exam b. planned course statement c. peer teaching d. term paper |
| 2.10 Write specific performance indicators representative of the six levels of the cognitive domain. (Cognitive: Application) | 2.10 a. exam b. plan course statement project c. peer teaching d. lab teaching |
| 3.1 Contrast social, emotional and physical adolescent characteristics with childhood and adult characteristics. (Cognitive: Comprehension) | 3.1 a. term paper b. exam c. lab observation report d. role playing e. simulation activity |
| 3.2 Describe maturational stages of adolescent development--social, emotional, physical. (Cognitive: Comprehension) | 3.2 a. term paper b. exam c. role playing |
| 3.3 Explain how awareness of individual differences can influence student/teacher interaction. (Cognitive: Application) | 3.3 a. lab observation report b. exam c. term paper d. project |
| 4.1 List examples of teacher behavior that would occur during each phase of the instructional cycle. (Cognitive: Comprehension) | 4.1 a. peer teaching observation b. lab observation report c. exam d. collect and analyze objective data |

an understanding of adolescent development and individual differences.

an understanding of the instructional cycle.

5. An understanding of the facts, concepts, and principles that relate instructional objectives, measurement and evaluation.
 - 5.1 Describe the relationships among measurement and evaluation, objectives, and instruction. (Cognitive: Analysis)
 - 5.1 a. describe, in written form, how each affects the other b. lab observation c. exam d. project
 - 5.2 Explain the relationship among objectives, materials, and strategies or procedures. (Cognitive: Analysis)
 - 5.2 a. describe, in written form, how each affects the other b. lab observation c. exam d. project
6. The ability to construct appropriate written items and observational techniques for given objectives of an instructional unit.
 - 6.1 List four ways to measure or evaluate student performance stated outcomes (Cognitive: Knowledge)
 - 6.1 a. exam
 - 6.2 Assess (formally and informally) student outcomes if given the objectives of material presented. (Cognitive: Application)
 - 6.2 a. lab observation b. peer teaching c. collect data d. analyze data e. simulation activity
7. The ability to use appropriate strategies in interaction with students to bring about desired learning outcomes. (One-to-one, small groups, conventionally sized groups.)
 - 7.1 Develop a lesson plan using a prescribed format and teach the lesson to a group of students. (Cognitive: Application)
 - 7.1 a. peer teaching b. lab teaching c. simulation activity d. role playing
8. The ability to analyze teaching performance and its effect upon student behavior.
 - 8.1 List the categories used in Flander's Interaction Analysis. (Cognitive: Knowledge)
 - 8.1 a. exam b. project c. oral report d. term paper
 - 8.2 Diagram the pattern of interaction between the teacher and the students in a classroom using the Flander's matrix. (Cognitive: Application)
 - 8.2 a. lab observation b. collect and analyze data c. simulation activity d. peer teaching

- | | | |
|---|---|--|
| 9. An understanding of agencies and groups that support the instructional program. | 9.1 Describe responsible student behavior in relation to one's self and others. (Cognitive: Comprehension) | 9.1 a. exam b. lab observation
c. term paper d. project |
| | 9.2 Present alternative means available for developing responsible student behavior (Cognitive: Application) | 9.2 a. exam b. simulation activity
c. term paper d. project |
| 0. An understanding of agencies and groups that support the instructional program and assist teachers in doing their jobs in the classroom. | 10.1 List a number of agencies and groups that support and assist teachers in the instructional program. (Cognitive: Knowledge) | 10.1 a. exam |
| | 10.2 Describe the organization and function of two of those agencies or groups listed in 10.1 (Cognitive: Comprehension) | 10.2 a. exam b. term paper c. project
d. oral report |
| 1. An understanding of the forces and factors that have influenced secondary school programs. | 11.1 Identify two forces or factors which you feel have had the greatest impact on school programs and give reasons for your choices. (Cognitive: Evaluation) | 11.1 a. exam b. oral report
c. term paper |
| | 11.2 Explain how the curriculum reflects societal demands. (Cognitive: Analysis) | 11.2 a. exam b. term paper c. oral report |
| 2. An understanding of career education and its place in the educational program. | 12.1 Write a brief statement of personal philosophy of career education and describe its place in the educational program. (Cognitive: Synthesis) | 12.1 a. exam b. term paper c. project
d. oral report |
| | 12.2 Define career education as it is used in Oregon schools. (Cognitive: Knowledge) | 12.2 a. exam b. term paper c. project
d. oral report |
| | 12.3 Name the life roles that serve as a basis for the educational program in Oregon schools. (Cognitive: Knowledge) | 12.3 a. exam b. planned course statement |

- | | | |
|--|---|---|
| | 12.4 Name and explain the three levels of the career education program for Oregon schools as recommended by the State Department of Education. (Cognitive: Knowledge) | 12.4 a. exam b. oral report
c. project |
| | 12.5 Name three occupations that are directly related to his or her subject matter areas. (Cognitive: Knowledge) | 12.5 a. exam b. project
c. oral report |
| 13. An understanding and appreciation of minority groups in American Society. | 13.1 Identify/define minority groups. (Cognitive: Comprehension) | 13.1 a. Exam b. project c. term paper d. oral report |
| | 13.2 Specify values of minority groups which could have impact upon an educational setting. (Cognitive: Application) | 13.2 a. exam b. term paper
c. project d. oral report
e. simulation activity |
| 14. An understanding of the dynamics of staff relationships and teachers' legal rights and responsibilities. | 14.1 Develop a general statement of the legal rights and responsibility of the teacher in the area of student control. (Cognitive: Application) | 14.1 a. exam b. project
c. term paper d. oral report |
| 15. An understanding of self in relation to students and peers. | 15.1 Describe self in relation to students and peers within the school setting. (Cognitive: Analysis) Affective: Responding | 15.1 a. oral report b. simulation activity c. role playing
d. project |
| | 15.2 Develop a plan to improve strengths and minimize weaknesses regarding interpersonal relations. (Cognitive: Synthesis) Affective: Organization | 15.2 a. term paper b. simulation activity c. project |

16. An understanding of certification procedures	16.1 Outline certification procedures for 1) basic certification 2) standard certification 3) special certification (Cognitive: Comprehension)	16.1 a. exam b. written report c. special project
17. A knowledge of correct and appropriate writing skills	17.1 Demonstrate writing ability. (Cognitive: Application)	17.1 a. exam b. written report c. special project
18. An awareness of multi-cultural student's academic concerns	18.1 Describe three problems often faced by students of other cultures upon entrance to schools in the usual white, middle-class community in Oregon. (Cognitive: Application)	18.1 a. exam b. written report c. special project
19. An awareness of student learning disabilities	19.1 Itemize and describe <u>2</u> learning disabilities and <u>2</u> behavior disorders that may be found in a secondary classroom. (Cognitive: Comprehension)	19.1 a. exam b. written report c. special project
20. A recognition of various learning modalities	20.1 List and describe the learning modalities. (Cognitive: Comprehension)	20.1 exam b. written report c. special project
21. A knowledge of evaluation procedures	21.1 Outline evaluation procedures for 1) teacher evaluation 2) student evaluation (Cognitive: Comprehension)	21.1 exam b. written report c. special project
22. An understanding of PL 94-142	22.1 Explain the effect of PL 94-142 on the public school setting. (Cognitive: Comprehension)	21.1 a. exam b. written report c. special project

BIBLIOGRAPHY

- Biehler, Robert F. Psychology Applied to Teaching (2nd Edition)
- Bloom, Benjamin
 (Editor) Taxonomy of Educational Objectives
 Handbook I: Cognitive Domain
 Handbook II: Affective Domain
- Bloom, Hastings, Madaus Handbook on Formative and Summative Evaluation
- Clark, Starr Secondary School Teaching Methods
- Glasser, William Schools Without Failure, Harper & Row, N.Y. 1969
- Gronlund, Norman Stating Behavioral Objectives for Classroom Instruction,
 MacMillan Co., London, 1970.
- Rogers, Carl R. Freedom to Learn, Merrill Publishing Co., Columbus, Ohio, 1969.
- Silberman, Melvin The Experience of Schooling
- Vargas, Julie Writing Worthwhile Behavior Objectives

*Secondary
Education
Guide*

OREGON COLLEGE OF EDUCATION

MONMOUTH, OREGON

INCLUDED IN THIS GUIDE IS THE FOLLOWING INFORMATION:

1. Liberal Arts Core Curriculum work sheet.
2. Evaluation sheet for education majors.
3. List of requirements for secondary majors.
4. Norm requirements.
5. Requirements for student teaching.
6. Student teaching placement.
7. General information related to student teaching.
8. Transfer students.
9. Certification only.

This guide has been prepared to give assistance to you in planning your secondary education program.

The secondary curriculum prepares teachers in academic areas. It requires the completion of the liberal arts core curriculum, the professional education core and either a teaching major or two teaching minors totaling at least credit hours. Students who complete requirements for a bachelor degree in the secondary curriculum qualify for the basic **certificate** and are eligible to teach grades 5 through 12 in their teaching areas.

The following information will serve as a checklist for you as you progress through your program. The following two pages are forms you will use in planning your Liberal Arts Core Curriculum and your Secondary Education Program.

Liberal Arts Core Curriculum

Consists of 10 objectives, under which courses you may choose. A total of 64 hours required, except for Objective One these requirements are to be completed by the end of the first two years of college. More detailed information available in the college catalogue.

Evaluation Sheet (blue sheet)

This sheet is used to evaluate the courses taken, courses yet to take, and required courses in professional education. The original copy to be filed in registrar's office.

OREGON COLLEGE OF EDUCATION

Liberal Arts Core Curriculum
(See pp. 25-26 1975-76 Catalog)

General Studies Committee Advising Guidelines¹

OBJECTIVE ONE - The ability and self-discipline to learn independently.

This objective is satisfied by demonstrated competency normally at the upper division level under the direction of the student's adviser or his designee, either through a conventional course of study or special individualized study 1-4

Each department is working on independent study possibilities and the student should check with the chairman of the department for procedures and the appropriate course numbers. This study will normally take place at the upper division level.

OBJECTIVE TWO - The ability to use language effectively.

Writing courses (including Wr 121, English Composition) 9
Speech course 3

OBJECTIVE THREE - The ability to solve problems utilizing logical systems of thought.

Natural science or mathematics course sequence 12

The committee recommends an approved program selected from the disciplines of biological sciences, physical sciences, and/or mathematics. The college courses should complement the high school background as well as strengthen the declared major interests.

Suggested courses (Other combinations are available with the approval of the department chairman.):

- | | |
|---|--|
| Biology | 1. Bi 101, 102 and any additional 4 hours of Biology other than Bi 211, 212, 213 (Principles of Biology) |
| General Sciences and/or Geology and Earth Science | 2. GS 104, 105, 106, Physical Science
3. G 351, GS 331, GS 351 or Ph 390
4. G 201, 202, 203 |
| Physics | 5. Ph 101, 102, 103
6. Ph 201, 202, 203 |
| Chemistry | 7. Ch 104, 105, 106
8. Ch 204, 205, 206 |

¹At least 7 of the 10 objectives are to be fulfilled outside of the department of the student's major and distributed among the 5 other departments.

Mathematics **9. Mth 95, 101, 102, 104, 200, 201, 202

 **Students should start in the above courses according to placement and take 3 consecutive terms

- 10. Mth 237, 238 and approved science or mathematics course
- 11. Tailor-made programs are also available with approval such as:
 - Computer science and statistics
 - Mth 101, 151, 425 or
 - Mth 151, 161, 162, 425

Elementary education majors recommended to take Bi 101, GS 104 and either GS 105 or GS 106 for objective 3.

OBJECTIVE FOUR - The ability, through the development of a sound body, to sustain an active, balanced life.

Designated health and physical education courses 6

The committee recommendation: Students majoring in elementary education are required to take the following courses:

Basic Rhythms PE 111
Gymnastics and Self-Testing PE 112
Games and Relays PE 115
and Individual Sport PE 114
Team Sport PE 115

All other students are required to complete six activity courses selected from at least four areas.*

PE 111, 211
PE 112, 212
PE 113, 213
PE 114, 214
PE 115, 215

*Students 30 years of age or older, students with military service, or with physical disabilities should consult pages 14-15 of the 1975-76 college catalog for exceptions.

OBJECTIVE FIVE - An appreciation and understanding of the thought and culture of man.

Literature course sequence 9

The committee recommends a nine hour sequence from one of the following five sequences:*

Eng 101, 102, 103, Survey of English Literature
Eng 104, 105, 106, Introduction to Literature
Eng 107, 108, 109, World Literature
Eng 201, 202, 203, Shakespeare
Eng 253, 254, 255, Survey of American Literature

*In consultation with a humanities adviser there are some

upper level sequences that could be taken.

*Taking the entire Correlated Study of the Arts (FA 101, 102, 103) will satisfy 3 hours of objective five and 6 hours of objective seven.

OBJECTIVE SIX - The capability for mature thought and judgment.

Philosophy or religion or related course in the humanities, the arts, social sciences, natural science 3

The committee strongly recommends a course in Philosophy or Religion, but may be satisfied by the following:

Humanities

- Eng 318, The Bible as Literature
- Eng 386, Introduction to Mythology: Eastern
- Eng 387, Introduction to Mythology: Western

The Arts

- A 453, Appreciative Aspects in Art
- A 485, Foundations of Aesthetic Education

Social Science

- Hst 460, 461, 462, American Social and Intellectual History
- PS 430, Political Issues: General Theory
- Geog 414, Geographic Backgrounds of American History

Natural Science

- Mth 237, 238, Mathematics in Western Culture

OBJECTIVE SEVEN - The capability for creative expression and aesthetic sensitivity.

The arts (art, music, drama, etc. Some work in art and music required) 6

The committee recommends the following:

Music Any 3 hours of music (Student should be aware that certain courses (band, choir, etc.) are by audition only and that in the area of applied music, majors and minors will receive first preference).

Art A 120, The Art Idea: Visual Thinking
A 127, Art Appreciation
A 207, Visual Learning and Communication

(Some work in both art and music required.)

Correlated Study of the Arts FA 101, 102, 103 (9 hours total) will satisfy the six hours of objective seven and 3 hours of objective five.

OBJECTIVE EIGHT - The ability to deal with processes of human interaction, learning and development.

Psychology or related course in the natural sciences, social sciences or humanities 3

The committee strongly recommends any psychology course:

Students in education

Psy 226, Introduction to Group Processes

Psy 227, Field Experience in the Helping Professions

All other students

Psy 201, 202, 203, General Psychology

May also be fulfilled by the following:

Social Science

PS 414, Political Parties and Pressure Groups

PS 415, Public Opinion and Political Behavior

PS 306, International Relations

Anth 312, Cultural Anthropology

Humanities

Phl 202, Elementary Ethics

Phl 313, Social and Political Philosophy

Natural Sciences

Z 312, Animal Behavior

OBJECTIVE NINE - The ability to cope with political, social, economic and environmental problems and processes.

Social science course sequence 9

Social Science course sequence committee recommendation:

Hst 101, 102, 103, History of Western Civilization

Hst 201, 202, 203, History of the United States

Geog 105, 106, 107, Introductory Geography

Ec 201, 202, 203, Principles of Economics

Anth 214, 215, 216, Anthropology

Soc 213, 214, 215, Sociology

PS 201, 202, 306, 493, Political Science

OBJECTIVE TEN - An understanding of the complexities of the Twentieth Century technology.

Natural science, social science, psychology, or mathematics course 3

Appropriate courses are to be selected with the approval of the student's adviser.

OREGON COLLEGE OF EDUCATION

EVALUATION SHEET - BA/BS DEGREE IN SECONDARY EDUCATION

Date _____
 Checked By _____
 Student Copy _____
 Advisor _____

NAME _____ Original copy to be filed in Registrar's Office _____

Professional Education Component

	Req Hrs	Has	Lacks
PSY 225, Intro to Developmental Psychology	3		
ED 363, Learning & Inst. in Intermediate & Secondary Schools	11		
ED 435, Educational Media	3		
ED 469, Teaching Reading to Obtain Secondary Content Objectives	3		
ED 413, Student Teaching/Internship	15		
Special Methods in each subject area 3-6			
Total 36			
Electives			
TRANSFER CREDIT FILED			
DCE Thru _____			
OCE Thru _____			
Secondary Teaching Specialty: 63 Hr. Minimum			
A. Teaching Major			
or:			
B. Two Teaching Minors			
Quarter hrs to complete			

LIBERAL ARTS CORE CURR. MINIMUM: 64 Hours
 (Refer to LACC advising guidelines)
 Normally will apply toward Major or Minor

Objectives	Req Hrs	Has	Lacks
Obj. One	1-4		
Obj. Two (WR-9; SP-3)	12		
Obj. Three	12		
Obj. Four (PE Activities)	6		
Obj. Five	9		
Obj. Six	3		
Obj. Seven	6		
Obj. Eight	3		
Obj. Nine	9		
Obj. Ten	3		

Term Hrs: 192 Minimum, including at least 62 U.D.
 Grade Point Average: Minimum 2.00 (C) on all college
 work, & on OCE scholarship. Residence: 45 of last 60
 term hrs. Two full terms must be completed on OCE
 campus. Correspondence Study: Maximum 24 term hours
 (not considered residence credit) Students must spend
 at least one term preceding student teaching as a full-
 time student on campus at OCE.

643

644

CHECKLIST OF REQUIREMENTS FOR SECONDARY EDUCATION MAJORS

_____ Admission to Teacher Education. Applications are available in Ed 201, Field Service Office. This should be done during the third term sophomore year or when 90 term hours have been completed.

_____ Complete writing requirements (either by course work on this campus or by examination) further information on Teacher Education Application form.

_____ Complete speech requirements (either by course work on this campus or by examination) further information on Teacher Education Application form.

Secondary Block:

_____ Apply for admission to secondary block program (11 hours) at the beginning of the term prior to enrolling in Block. Forms available in the Field Service Office, Ed 201. This class is generally taken the latter part of the junior year or first term senior year. This course is a prerequisite for special methods.

_____ Apply for student teaching by March 1 of the year before you plan to student teach (Field Service Office, Ed 201)

OR

_____ Apply for Interning at the Field Service Office, Ed 201. Make your request by October 15 of the year before you plan to intern.

_____ Apply to the department for screening first two weeks of the term prior to student teaching.

_____ Criminal Violations Statement . . . Oregon Certification Law prohibits the granting of teaching certificates to individuals who have been convicted of certain offenses. If you have been convicted of a crime other than a minor traffic violation since your admission to the OCE Teacher Education Program, check with the Secretary, Field Service Office.

_____ Establishment of Placement File . . . Before you seek intern or regular teacher placement, you should establish your confidential teacher-placement file. See the Secretary, Placement Office, Ed 202 for further information.

_____ IT IS VITAL TO YOU THAT you provide the Secretary, Field Service Office, Ed 201, an up-to-date accurate record of your address, phone number, professional qualifications, and assignment preferences. Keep this information current so that you can be contacted promptly if the need arises.

_____ Graduation . . . You will need to apply for graduation at the Registrar's office three terms before you plan to graduate. Be sure you have a planned program on file in the registrar's office.

_____ Certification . . . Students must successfully complete an approved degree program in order to obtain the college's recommendation for certification. Application is made by submitting the required forms available at the OCE Registrar's Office, to the Teacher Standards & Practices Commission, Salem, together with the required fee, official transcript, and the college recommendation. (Please see Mrs. Betty Jacobsen in the Registrar's Office) This should be done upon completion of your approved program.

Your basic certificate is valid for 3 years after date issued. The basic certificate may be renewed for an additional 3 years providing you have completed 24 hours on a planned 5th year program.

NORM REQUIREMENTS

When all specified courses are successfully completed in a given subject area (undergraduate), you will have earned a Basic Norm in that subject.

A Standard Norm involves the equivalence to a full year of study at the graduate level. Following are Norm programs at OCE which have been approved for teacher certification.

Elementary Education (General)	Basic, Standard
Secondary Education (General)	Basic, Standard
Art	Basic, Standard
Education Media	Basic, Standard
Language Arts/Social Studies	Basic, Standard
Foreign Languages	
French	Basic
German	Basic
Spanish	Basic
Language Arts	Basic, Standard
*Journalism	Basic
*Speech	Basic, Standard
*Drama	Basic, Standard
Mathematics	
Pre-Algebra and General Math	Basic, Standard
Algebra and Geometry	Basic, Standard
Advanced Mathematics	Basic, Standard
Music	
Kindergarten through 9th	Basic, Standard
Kindergarten through 12th	Basic, Standard
Physical Education (K-12)	Basic
Health Education	Basic
Science	
Biology	Basic, Standard
Physical Science	Basic, Standard
Earth Science	Basic, Standard
Integrated Science	Basic, Standard
Social Science	Basic, Standard
Extreme Learning Problems	Basic, Standard
Mental Retardation	Basic, Standard
Speech Correction	Basic, Standard
Counseling	Basic
Supervision	Basic, Standard
Deaf Education	Basic, Standard

*These are joint programs with language arts.

Student Teaching

Students are required:

- _____ to complete applications for Academic Departments/s, Teacher Education, and Student Teaching on required dates.
- _____ to successfully complete Secondary Block.
- _____ to successfully complete Special Methods in subject area/s. (Secondary Block pre-requisite)
- _____ to successfully meet all screening requirements in their subject area/s.
- _____ 2.5 grade point in department.

Student Teaching Placement

- _____ Placement for student teaching is done through the Field Service Office. Students should not make their own arrangements for student teaching. The college contracts with individual districts for student teaching and we do have limitations on distance from campus where we can place students. We encourage you to list your preferences on your application form.
- _____ Confirmation of your placement is posted on the bulletin board next to the Field Service Office by Monday of Finals Week preceding the term of student teaching.
- _____ Generally a personal interview is required by you with the contact person in the public school during finals week prior to student teaching. A list of schools and contact people will be available when the placement list is posted.

Registration

- _____ Student teachers register at the college the first day of each term (a.m.). At 1:30 p.m. in Room Ed 217 a general meeting is held for all student teachers. Following the meeting you will meet with your college supervisor.

Time Required

- _____ Student teaching time is a full commitment, all day for a full quarter (15 hrs.). Vacation times are congruent with the public schools.
- _____ Students are required to petition if they need to take a class (an evening class, 3 hrs.) while student teaching. Since student teaching is of utmost importance to you, do not plan on extra work or major activities during this time.

College Supervisor

- _____ College supervisors will discuss assessment forms to be used, supervisor visitations, seminars, etc.
- _____ College supervisors will make a minimum of four visits to your school during this term.

Grading

- _____ Grading for student teaching is Pass/No Credit.
- _____ Evaluation of student teaching is done by your cooperating teacher/s and your college supervisor. The college supervisor is responsible for recording the grade.

Seminars

- _____ Attendance at seminar is required, this is part of your student teaching requirement.
- _____ Generally seminars are held at a minimum of four times a quarter.

TRANSFER STUDENTS:

- _____ Check first with the Admission's Office.

CERTIFICATION ONLY:

- _____ Check first with the Graduate Office and Admission's Office. They will direct you to specific people for further advisement.

**APPENDIX H: OREGON COLLEGE OF EDUCATION
COMPETENCE ASSESSMENT FORM**

STUDENT	SCHOOL	QUARTER
COLLEGE SUPERVISOR	COOPERATING TEACHER	ASSESSMENT MADE BY

SELF-EVALUATION - Student teachers, block students, and interns are encouraged to use this form as a self-evaluation instrument and discuss their personal assessment with cooperating teachers and college supervisors. Student teachers/block students/interns will give each of their cooperating teachers a copy of the form at the beginning of each quarter.

COOPERATING TEACHERS - Please use this form in making your assessment of the performance of a student teacher or block student. Hopefully, observations and conferences with student teachers will take place by the end of the third week, fifth week, seventh week, and ninth week of each term. This form can be used as a guide during conference times. Please return this form to the Field Service Office, OCE, or the college supervisor, during the final week of each quarter.

COLLEGE SUPERVISOR - The college supervisor for student teaching will visit your school a minimum of four times. They will try to see you during the first two weeks of the term. If at any time you have questions or concerns call your supervisor or the Field Service Office.

DIRECTIONS: Use the following system for marking performance indicators after or during each observation made of the student's teaching. *The markings are to be entered in the blank space only if the indicator has been observed and the performance was found to be adequate.

* ☒ Indicator observed; performance adequate

After completing all observations indicate the level of competence by using the following rating scale.

1	2	3	4	5	6	7
Incom- petent	Competent in some parts of this area	Approaching competence in this area	Generally competent	Very competent	Extremely competent	Outstanding competence

DATES OF OBSERVATION:

1st	2nd	3rd	4th

PERCEIVED LEVEL OF COMPETENCE

* _____ _____ _____ _____	1. PLANNING FOR INSTRUCTION -Long range planning; detailed lesson plans; listing objectives, procedures, materials, content, strategies. -Provision for individual differences by considering cultural background, abilities and interests of students. -Reflects inventiveness, creativity and utilization of resources. -Provision for assessment of student performance.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> </tr> <tr> <td colspan="7">Comments:</td> </tr> </table>	1	2	3	4	5	6	7	Comments:						
1	2	3	4	5	6	7										
Comments:																

DATES OF OBSERVATION:

1st 2nd 3rd 4th

PERCEIVED LEVEL OF COMPETENCE

1 2 3 4 5 6 7

Comments:

2. CLASSROOM INSTRUCTION: TEACHING STRATEGIES

- Effective use of a variety of materials, activities and procedures.
- Ability to define terminology in a manner appropriate to the level of student understanding.
- Productive, directed discussions or activities involving maximum participation.
- Pace and sequence of activities adjusted to pupil response.
- Adjustment of activities and materials in response to unexpected events.
- Recapitulation of ideas at end of discussion, lecture or activity.

3. CLASSROOM MANAGEMENT

- Expedition of attendance, announcements, routine records.
- Definite beginning and ending to class.
- Minimal time spent in asserting authority and correcting students.
- Atmosphere conducive to learning; students attentive and responsive.
- Room - orderly and organized.
- Efficiently controls classroom materials and equipment.

1 2 3 4 5 6 7

Comments:

4. KNOWLEDGE OF SUBJECT MATTER

- Adequate and accurate information, explanations and interpretations.
- Demonstrates skills appropriate to subject matter area.
- Understands concepts, principles and other higher order learning outcomes as well as factual information.

1 2 3 4 5 6 7

Comments:

Communication Skills

- Ability to listen and respond to feedback.
- Effective and appropriate choice of words.
- Effective non-verbal communication.
- Effective use of voice.
- Legible handwriting.
- Ability to write logically, precisely.
- Accurate writing, free of mechanical errors.

1 2 3 4 5 6 7

5. INTERPERSONAL RELATIONSHIPS

- Sensitive and respectful response to pupil initiated interactions.
- Responsive to suggestions and criticisms without becoming defensive.
- Appropriate dress and appearance.
- Self-confident, enthusiastic.
- Dependable, conscientious.
- Demonstrates common sense.
- Effective interaction with colleagues, administrators, supervisors.

1 2 3 4 5 6 7

Comments:

• DATES OF OBSERVATION:

1st	2nd	3rd	4th

6. PROFESSIONAL CONDUCT

- Observance of school policies, both written and unwritten.
- Attendance at all meetings, open house inservice, student teacher seminars.
- Punctuality: at school, in the classroom for all appointments, in lesson planning.
- Utilizes recent developments and research in subject area.

PERCEIVED LEVEL OF COMPETENCE

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Comments:

7. EVALUATION

- Evaluates in terms of stated objectives.
- Appropriate, varied methods of evaluation.
- Students aware of evaluation criteria.
- Adaptations made in instruction on basis of demonstrated learning outcomes.
- Feedback provided to students about their performance.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Comments:

I have reviewed the above information and will release it for research purposes.

Student Signature

Date

PLANNED COURSE STATEMENT

Fall, 1977

Department	<u>Education</u>	Area(s) of Study	<u>Secondary</u>
Course Title	<u>Secondary Block</u>	Course Number	<u>Ed. 363</u>
Length of Course	<u>1 quarter</u>	No. Of Credits	<u>11</u> Grade Level(s) <u>Jr.</u> <u>Sr.</u>
Pre-requisite(s)	<u>Junior Standing</u>	Credit by Exam Available?	<u>yes</u> <u>X</u> no
Check One	Alternative Learning Opportunities (Check One or More)		
<u>X</u> Required		<u>Does not Apply</u>	
<u>Selective</u>		<u>Independent Study</u>	
<u>Elective</u>		<u>Off Campus Experience</u>	
		<u>Other (Explain in Course Overview)</u>	

COURSE OVERVIEW

BRIEF DESCRIPTION OF COURSE
(Catalogue Description)

Title	Secondary Block	(Ed 363, Learning and Instruction in the Intermediate and Secondary School)
-------	-----------------	--

Description: (Statement to include when applicable, prerequisites, class size, if limited, consent of instructor, if required, length, general areas of study, etc. 30-150 words.)

Since Secondary Block is the first professional education course taken by secondary education majors, it serves not only as an introduction to secondary education, but also as a means of exploration in which students may discover, develop, and test skills, interests, understandings, and attitudes in a public school environment. The block is composed of a classroom phase of two (2) hours per day and a field experience phase in which the student works in junior or senior high school classrooms a minimum of two periods daily. Students receive 11 quarter hours credit. A major purpose of the "Block" is to act as a screening device by giving both the student and the college some data on which to make a decision on the advisability of proceeding with a teaching career before major investments in time and money have been made.

GENERAL COURSE CONTENT

1. Goals and Objectives - School, Program, and Course Goals--Performance Indicators
2. Classification of Objectives
3. Systems of observing/analyzing teaching/learning behavior
4. Development of Responsible student behavior. (Classroom and general school discipline.)
5. Career Education
6. Planning and Evaluation
7. The Instructional Cycle
8. General Curriculum Development
9. Teaching Strategies
10. Public School Organization
11. Teacher Rights and Responsibilities
12. Student Assessment Procedures
13. Intercultural Relations
14. Interpersonal Relations
15. Educational Psychology
16. Historical Development of Secondary Education
17. Recognition and awareness of learning problems

MAJOR LEARNER ACTIVITIES

1. Planned Course Statement in Student's subject matter area

2. Written Lesson Plans

3. Simulated Teaching

4. Use of several methods of teacher/student observation

5. Field Experience

6. Special projects

7. Oral reports and class discussion

8. Community and professional resources

9. Assessment instruments

Ed. 363 - Secondary Block

General Competencies General Objectives	Performance Indicators Specific Objectives	Measurement/Evaluation Activities Examples
The Student will demonstrate:	The student will demonstrate the ability to:	
1. An understanding of various learning theories and basic learning principles and their relationship to the instructional process.	1.1 Select a major learning theory (association or field) and describe its appropriate usage. (Cognitive: Application) 1.2 Provide a brief definition of each of the four learning principles: motivation, transfer, reinforcement, and retention. (Cognitive: Comprehension) 1.3 Incorporate the learning principles into a lesson plan to be taught to the class. (Cognitive: Application) 1.4 Observe and identify learning principles as they are used by teachers. (Cognitive: Application)	1.1 a. exam b. term paper c. oral report d. simulation activity 1.2 a. exam b. term paper c. oral report d. peer teaching 1.3 a. peer teaching b. lab class demonstration c. simulation activity 1.4 a. lab observation report b. exam c. observation of peer teaching d. collect and analyze objective data
2. The ability to write and classify appropriate course goals and performance indicators.	2.1 Write general objectives (course goals) for a given instructional unit in appropriate subject matter areas. (Cognitive: Application) 2.2 Develop specific performance indicators related to the objectives (course goals.) re: 2.1 2.3 List the criteria for specific behavioral objectives. (Cognitive: Knowledge) 2.4 Give a definition of performance indicators. (Cognitive: Knowledge)	2.1 a. planned course statement b. peer teaching c. exam d. lab teaching 2.2 a. planned course statement b. daily lesson plan c. peer teaching d. exam f. lab teaching 2.3 a. exam b. term paper c. project d. oral report 2.4 a. exam b. term paper c. project d. oral report

- | | | |
|--|---|--|
| 2.5 Write examples of specific performance indicators for given course goals. (Cognitive: Application) | 2.5 a. planned course statement b. exam c. class demonstration d. peer teaching | |
| 2.6 Select one or two performance indicators and develop a lesson plan to implement them in the classroom. (Cognitive: Synthesis) | 2.6 a. planned course statement b. lab demonstration c. peer teaching d. exam | |
| 2.7 Define the three domains on the TAXONOMY OF EDUCATIONAL OBJECTIVES. (Cognitive: Knowledge) | 2.7 a. exam b. term paper c. oral report | |
| 2.8 List the six levels of the cognitive domain. (Cognitive: Knowledge) | 2.8 a. exam b. project c. term paper | |
| 2.9 Classify appropriate performance indicators (behavioral objectives) according to the six levels of the cognitive domain. (Cognitive: Evaluation) | 2.9 a. exam b. planned course statement c. peer teaching d. term paper | |
| 2.10 Write specific performance indicators representative of the six levels of the cognitive domain. (Cognitive: Application) | 2.10 a. exam b. plan course statement project c. peer teaching d. lab teaching | |
| 3. An understanding of adolescent development and individual differences. | 3.1 Contrast social, emotional and physical adolescent characteristics with childhood and adult characteristics. (Cognitive: Comprehension) | 3.1 a. term paper b. exam c. lab observation report d. role playing e. simulation activity |
| | 3.2 Describe maturational stages of adolescent development--social, emotional, physical. (Cognitive: Comprehension) | 3.2 a. term paper b. exam c. role playing |
| | 3.3 Explain how awareness of individual differences can influence student/teacher interaction. (Cognitive: Application) | 3.3 a. lab observation report b. exam c. term paper d. project |
| 4. An understanding of the instructional cycle. | 4.1 List examples of teacher behavior that would occur during each phase of the instructional cycle. (Cognitive: Comprehension) | 4.1 a. peer teaching observation b. lab observation report c. exam d. collect and analyze objective data |

5. An understanding of the facts, concepts, and principles that relate instructional objectives, measurement and evaluation.
 - 5.1 Describe the relationships among measurement and evaluation, objectives, and instruction. (Cognitive: Analysis)
 - 5.1 a. describe, in written form, how each affects the other b. lab observation c. exam d. project
 - 5.2 Explain the relationship among objectives, materials, and strategies or procedures. (Cognitive: Analysis)
 - 5.2 a. describe, in written form, how each affects the other b. lab observation c. exam d. project
6. The ability to construct appropriate written items and observational techniques for given objectives of an instructional unit.
 - 6.1 List four ways to measure or evaluate student performance stated outcomes (Cognitive: Knowledge)
 - 6.1 a. exam
 - 6.2 Assess (formally and informally) student outcomes if given the objectives of material presented. (Cognitive: Application)
 - 6.2 a. lab observation b. peer teaching c. collect data d. analyze data e. simulation activity
7. The ability to use appropriate strategies in interaction with students to bring about desired learning outcomes. (One-to-one, small groups, conventionally sized groups.)
 - 7.1 Develop a lesson plan using a prescribed format and teach the lesson to a group of students. (Cognitive: Application)
 - 7.1 a. peer teaching b. lab teaching c. simulation activity d. role playing
8. The ability to analyze teaching performance and its effect upon student behavior.
 - 8.1 List the categories used in Flander's Interaction Analysis. (Cognitive: Knowledge)
 - 8.1 a. exam b. project c. oral report d. term paper
 - 8.2 Diagram the pattern of interaction between the teacher and the students in a classroom using the Flander's matrix. (Cognitive: Application)
 - 8.2 a. lab observation b. collect and analyze data c. simulation activity d. peer teaching

- | | | |
|--|---|--|
| 9. An understanding of agencies and groups that support the instructional program. | 9.1 Describe responsible student behavior in relation to one's self and others. (Cognitive: Comprehension) | 9.1 a. exam b. lab observation
c. term paper d. project |
| | 9.2 Present alternative means available for developing responsible student behavior (Cognitive: Application) | 9.2 a. exam b. simulation activity
c. term paper d. project |
| 10. An understanding of agencies and groups that support the instructional program and assist teachers in doing their jobs in the classroom. | 10.1 List a number of agencies and groups that support and assist teachers in the instructional program. (Cognitive: Knowledge) | 10.1 a. exam |
| | 10.2 Describe the organization and function of two of those agencies or groups listed in 10.1 (Cognitive: Comprehension) | 10.2 a. exam b. term paper c. project
d. oral report |
| 11. An understanding of the forces and factors that have influenced secondary school programs. | 11.1 Identify two forces or factors which you feel have had the greatest impact on school programs and give reasons for your choices. (Cognitive: Evaluation) | 11.1 a. exam b. oral report
c. term paper |
| | 11.2 Explain how the curriculum reflects societal demands. (Cognitive: Analysis) | 11.2 a. exam b. term paper c. oral report |
| 12. An understanding of career education and its place in the educational program. | 12.1 Write a brief statement of personal philosophy of career education and describe its place in the educational program. (Cognitive: Synthesis) | 12.1 a. exam b. term paper c. project
d. oral report |
| | 12.2 Define career education as it is used in Oregon schools. (Cognitive: Knowledge) | 12.2 a. exam b. term paper c. project
d. oral report |
| | 12.3 Name the life roles that serve as a basis for the educational program in Oregon schools. (Cognitive: Knowledge) | 12.3 a. exam b. planned course statement |

- | | | |
|--|---|---|
| | 12.4 Name and explain the three levels of the career education program for Oregon schools as recommended by the State Department of Education. (Cognitive: Knowledge) | 12.4 a. exam b. oral report
c. project |
| | 12.5 Name three occupations that are directly related to his or her subject matter areas. (Cognitive: Knowledge) | 12.5 a. exam b. project
c. oral report |
| 13. An understanding and appreciation of minority groups in American Society. | 13.1 Identify/define minority groups. (Cognitive: Comprehension) | 13.1 a. Exam b. project c. term paper d. oral report |
| | 13.2 Specify values of minority groups which could have impact upon an educational setting. (Cognitive: Application) | 13.2 a. exam b. term paper
c. project d. oral report
e. simulation activity |
| 14. An understanding of the dynamics of staff relationships and teachers' legal rights and responsibilities. | 14.1 Develop a general statement of the legal rights and responsibility of the teacher in the area of student control. (Cognitive: Application) | 14.1 a. exam b. project
c. term paper d. oral report |
| 15. An understanding of self in relation to students and peers. | 15.1 Describe self in relation to students and peers within the school setting. (Cognitive: Analysis) Affective: Responding | 15.1 a. oral report b. simulation activity c. role playing
d. project |
| | 15.2 Develop a plan to improve strengths and minimize weaknesses regarding interpersonal relations. (Cognitive: Synthesis) Affective: Organization | 15.2 a. term paper b. simulation activity c. project |

16. An understanding of certification procedures	16.1 Outline certification procedures for 1) basic certification 2) standard certification 3) special certification (Cognitive: Comprehension)	16.1 a. exam b. written report c. special project
17. A knowledge of correct and appropriate writing skills	17.1 Demonstrate writing ability. (Cognitive: Application)	17.1 a. exam b. written report c. special project
18. An awareness of multi-cultural student's academic concerns	18.1 Describe three problems often faced by students of other cultures upon entrance to schools in the usual white, middle-class community in Oregon. (Cognitive: Application)	18.1 a. exam b. written report c. special project
19. An awareness of student learning disabilities	19.1 Itemize and describe <u>2</u> learning disabilities and <u>2</u> behavior disorders that may be found in a secondary classroom. (Cognitive: Comprehension)	19.1 a. exam b. written report c. special project
20. A recognition of various learning modalities	20.1 List and describe the learning modalities. (Cognitive: Comprehension)	20.1 exam b. written report c. special project
21. A knowledge of evaluation procedures	21.1 Outline evaluation procedures for 1) teacher evaluation 2) student evaluation (Cognitive: Comprehension)	21.1 exam b. written report c. special project
22. An understanding of PL 94-142	22.1 Explain the effect of PL 94-142 on the public school setting. (Cognitive: Comprehension)	21.1 a. exam b. written report c. special project

BIBLIOGRAPHY

- Biehler, Robert F. Psychology Applied to Teaching (2nd Edition)
- Bloom, Benjamin
(Editor) Taxonomy of Educational Objectives
Handbook I: Cognitive Domain
Handbook II: Affective Domain
- Bloom, Hastings, Madaus Handbook on Formative and Summative Evaluation
- Clark, Starr Secondary School Teaching Methods
- Glasser, William Schools Without Failure, Harper & Row, N.Y. 1969
- Gronlund, Norman Stating Behavioral Objectives for Classroom Instruction,
MacMillan Co., London, 1970.
- Rogers, Carl R. Freedom to Learn, Merrill Publishing Co., Columbus, Ohio, 1969.
- Silberman, Melvin The Experience of Schooling
- Vargas, Julie Writing Worthwhile Behavior Objectives

Appendix J: Course Descriptions for some of the 'Special
Methods' Courses' offered by the Academic
Departments.

Planned Course Statement
1976-1977

Department Education Area of Study Secondary
Course Title Special Secondary Methods: Science Course Number Ed 411
Length of Course 1 quarter Number of Credits 3 Grade Level Senior
Prerequisite: Secondary Block Ed 363 Credit by Exam available? x yes no
or consent of instructor

Check one

- x required of education majors in
physical, earth and integrated
science
selective
elective

Alternative Learning Opportunities

- does not apply
independent study
off campus experience
other

Course Overview

A study of the earth, physical, and integrated science programs at the secondary level including objectives, methods, materials and equipment characteristic of good instructional programs. Prerequisite: secondary block Ed 363 or consent of instructor.

Class meets M W F at 3:00 p.m.

Ideally the methods course is taken the term prior to student teaching.

Course Goals

General competencies and objectives.
The student will demonstrate:

1. An understanding of the objectives of science education in the secondary school.
2. The ability to write appropriate statements of goals and performance indicators.
3. The ability to prepare plans for
 - a. demonstrations
 - b. laboratories
 - c. lessons
 - d. a unit of instruction
4. The ability to prepare or assemble suitable audio-visual materials for classes.

5. The ability to organize subject matter into suitable teaching units.
6. The ability to prepare evaluative instruments in science.
7. The ability to exercise suitable procedures of classroom management.
8. The ability to properly assemble, use and care for laboratory equipment and supplies.

General Course Content

- I. The nature of science
The objectives of science teaching
- II. The science program: curricula trends
Elementary
Jr High school
High school
- III. Psychology of learning and its implications for science teaching
the nature of knowledge and approaches to learning
- IV. Motivation and attitudes
- V. Demonstrations
- VI. Experiments - laboratory investigations
- VII. A/V and other Ed Media
- VIII. Recitation, lecture and discussion techniques
- IX. Textbooks in science
- X. Planning
- XI. Tests and testing
- XII. Facilities, supplies and equipment

Major Learner Activities

1. Preparation of lesson plans
2. Peer teaching experience
 - a. demonstration
 - b. classroom activity
 - c. laboratory experiment
3. Field experience consisting of planned visitation to science classes in several schools
4. Class discussion
5. Preparation of a resource or teaching unit

Anticipated Learner Outcomes

The student will demonstrate the ability to

1. Write objectives for a given instructional unit
2. Write specific performance indicators related to objectives
3. Construct examples of objective and essay test items
4. Develop plans for presentation of a demonstration, class and laboratory experiment to his peer group

Procedures for Evaluation

1. Attendance
2. A planned course statement
3. Plans for demonstration, class, laboratory
4. Peer teaching exercise for each of above plans
5. Preparation of a unit
6. Conference with instructor
7. Final examination

Dr. Cummings

Course Outline

Ed 408. Special Secondary Methods: Science. 3 hours.

A study of the science programs at the secondary level including objectives, methods, materials, and equipment characteristic of a good instructional program. Prerequisite: Ed 314.

Objectives

1. To acquaint the student with the methods, materials and equipment which are used in teaching science in the secondary schools.
2. To enable the student to adequately plan for the teaching of science courses.
3. To assist the student in developing the skills required for successful presentation of science courses at the secondary level.
4. To enable the student to evaluate the degree of success of his various approaches to teaching science.
5. To enable the student to develop suitable methods of evaluating student achievement in science.

Content Outline

I. The Development of Science Courses in the Secondary Schools

- a. History
- b. Present Status

1. Objectives of Science Education
2. Scope and Sequence
3. Traditional Programs
4. New Programs

E. S. C. P., I. P. S., B. S. C. S. (Green, Yellow and Blue Versions),
C. B. A., C. H. E. M. S., and P. S. S. C.

- c. Inspection and Review of State Adopted Textbooks in Science for Oregon Schools. Textbook evaluation criteria.

II. The Preparation of Teaching Plans

- a. The Demonstration
 1. Uses
 2. Types
 3. How conducted
 4. Practical experience

- b. The Lecture Technique
 - 1. Limitations
 - 2. Uses
- c. Discussion techniques
- d. Laboratory Experimentation
 - 1. Uses
 - 2. Procedures
- e. Projects and Field Trips
- f. The Daily Lesson Plan
 - 1. Outline
 - 2. Examples
- g. The Teaching Unit
- h. The Resource Unit (see outline)

III. Classroom Visitation

- a. Purposes
- b. Visitations to selected science classes
- c. Evaluation

IV. Uses and Evaluation of Educational Media

- a. Films
- b. Tapes
- c. Filmstrips
- d. Overlays
- e. Slides

V. Facilities and Equipment

- a. Facilities
- b. Sources of equipment
- c. Purchasing procedures
- d. Proper Use
- e. Maintenance
- f. Storage

VI. Methods of Evaluation

- a. Evaluation by Pencil and Paper Devices
 - 1. Teacher made tests
 - 2. Standardized tests
- b. Analysis of Work Products
- c. Classroom and Laboratory Participation
- d. Conferences and Interviews

VII. Keeping Up to Date

- a. Publications
- b. Organizations
- c. Self-Study
- d. Summer Study
 1. The required 5th year of preparation
 2. Summer programs available
regular and NSF supported

Bibliography

I. Reserve List

- a. Heller, R. L. (Editor). Geology and Earth Sciences Sourcebook for Elementary and Secondary Schools. American Geological Institute, Holt, Rinehart & Winston. 1962.
- b. Henry, N. B. (Editor). Science Education in American Schools. 46th Yearbook of the National Society for the Study of Education. University of Chicago. 1947.
- c. Henry, N. B. (Editor). Rethinking Science Education. 59th Yearbook of the National Society for the Study of Education. University of Chicago. 1960.
- d. Joseph, et. al. Teaching High School Sciences: A Sourcebook for the Physical Sciences. Harcourt Brace. 1961.
- e. Miller, D. F. and G. W. Blaydes. Methods and Materials for Teaching the Biological Sciences, 2nd edition, McGraw-Hill. 1962.
- f. Morholt, et. al. Teaching High School Sciences: A Sourcebook for the Biological Sciences, 2nd edition. Harcourt Brace. 1966.
- g. National Science Teachers Association. Investigating Science with Children. Volumes 1-6. Teachers Publishing Corporation. Darien, Conn. 1964.
- h. Richardson, J. S. Science Teaching in Secondary Schools. Prentice-Hall. 1957.
- i. Richardson, John (Editor). School Facilities for Science Instruction. N. S. T. A. 1954.
- j. Schwab, J. J. Biology Teacher's Handbook, B. S. C. S. Wiley. 1963.
- k. UNESCO, 700 Science Experiments for Everyone. Doubleday. 1958.
- l. UNESCO, Sourcebook for Science Teaching. UNESCO. 1962.

II. Supplemental List

- a. Batchelder, H. T., McGlasson, M., and R. Schorling. Student Teaching in Secondary Schools, 4th edition. McGraw-Hill. 1964.

- b. Brandwein et. al. Teaching High School Science: A Book of Methods. Harcourt Brace. 1958.
- c. Burnett, R. W. Teaching Science in the Secondary Schools. Rinehart. 1957.
- d. Crow, L. D. and Alice Crow. The Student Teacher in the Secondary School. David McKay. 1964.
- e. Fraser, Dorothy M. Current Curriculum Studies in Academic Subjects. N. E. A. Washington, D. C. 1962.
- f. Hone, et. al. Teaching Elementary Science: A Sourcebook for Elementary Science. Harcourt Brace. 1962.
- g. Hurd, P. D. Biological Education in American Secondary Schools, 1890-1960. B. S. C. A. L. B. S. 1961.
- h. Hurd, P. D. Science Teaching for a Changing World. Scott Foresman. 1963.
- i. Munzer, M. E. and P. F. Brandwein. Teaching Science Through Conservation. McGraw-Hill. 1960.
- j. National Science Foundation. Science Course Improvement Projects. NSF Washington, D. C. 1964.
- k. National Science Teachers Association. Theory Into Action in Science Curriculum Development. N. S. T. A. Washington, D. C. 1964.
- l. Oregon Supt. of Public Instruction. Circular No. 1, State Adopted Textbooks for Oregon Schools. Salem, Oregon. 1965.
- m. Oregon Supt. of Public Instruction. Science for Oregon Schools. Salem, Oregon 1965.
- n. Oregon Supt. of Public Instruction. Science for Oregon Schools, Part I. Salem, Oregon. 1948.
- o. Oregon Supt. of Public Instruction. Science for Oregon Schools, Part II. Salem, Oregon. 1949.
- p. Piltz, Albert. Science Publications an Annotated Guide to Selected Readings. Office of Education, U. S. Dept. of Health, Education, and Welfare. 1963.
- q. Schultz, Raymond E. Student Teaching in the Secondary Schools. Harcourt Brace. 1959.
- r. Thurber and Collette. Teaching Science in Today's Secondary Schools. Allyn and Bacon. 1959.
- s. Washton, N. S. Science Teaching in the Secondary School. Harper. 1961.
- t. Woodburn, John H. and E. S. Obourn. Teaching the Pursuit of Science. Macmillan. 1965.

* TYPES OF OBJECTIVES FOR SCIENCE TEACHING

A. Functional information or facts about such matters as:

1. Our universe--earth, sun, moon, stars, weather, and climate.
2. Living things--plants and animals.
3. The human body--structure, functions, and care.
4. The nature of matter--elements, compounds, mixtures, chemical change, physical change, solids, liquids, gases.
5. Energy--sources, types of energy, machines.
6. Contributions of science to the life of our times--radio, telephone, telegraph, electric lights, motion pictures, household appliances, and airplanes.

B. Functional concepts such as:

1. Space is vast.
2. The earth is very old.
3. All life has evolved from simpler forms.
4. All matter is probably electrical in structure.

C. Functional understanding of principles, such as:

1. All living things reproduce their kind.
2. Changes in the seasons and differences in weather and climate depend largely upon the relation of the earth to the sun.
3. Energy can be changed from one form to another.
4. All matter is composed of single elements or combinations of elements.
5. Living things in a given environment or locality are mutually interdependent.

D. Instrumental skills, such as ability to:

1. Read science content with understanding and satisfaction.
2. Perform fundamental operations with reasonable accuracy.
3. Perform simple manipulatory activities with science equipment.
4. Read maps, graphs, charts, and tables and to interpret them.
5. Make accurate measurements, readings, titrations, etc.

E. Problem-solving skills, such as ability to:

1. Sense a problem
2. Define the problem.
3. Study the situation for all facts and clues bearing upon the problem.
4. Make the best tentative explanations or hypotheses.
5. Select the most likely hypothesis.
6. Test the hypothesis by experimental or other means.
7. Accept tentatively, or reject the hypothesis and test other hypotheses.
8. Draw conclusions.

F. Attitudes, such as:

1. Open-mindedness--willingness to consider new facts.
2. Intellectual honesty--scientific integrity, unwillingness to compromise with truth as known.
3. Suspended judgment--scientific control, withholding conclusions until all available facts are in, not generalizing from insufficient data.

G. Appreciations, such as:

1. Appreciation of the contributions of scientist.
2. Appreciation of basic cause-and effect relationships.
3. Sensitivity to possible uses and applications of science in personal relationships and disposition to use scientific knowledge and abilities in such relationships (attitude).

H. Interests, such as:

1. Interest in some phase of science as a recreational activity or hobby.
2. Interest in science as a field for a vocation.

* National Society for the Study of Education. Forty-sixth Yearbook, Part I
University of Chicago Press, 1947.

General Criteria for All Textbooks

1. The educational objectives of the texts should be compatible with the courses of study with which they are used.
2. The content and sequence of materials should be reasonably consistent with the current state guides and curriculum handbooks in Oregon as viewed in light of current research.
3. The subject matter should be meaningful in terms of pupil needs, experiences, interests, and understandings, and the sequence of materials should be consistent with the findings of recent research in child growth and development, instructional techniques, and accurate content.
4. The qualifications of the authors and their knowledge of the new technology and the level for which a text is written should be among the factors determining selection.
5. The manual accompanying the textbook is a vital part of the teaching material and should be consistent with, and encourage use of, contemporary teaching techniques.
6. There should be included, when applicable, adequate supplementary instructional suggestions for additional activities for meeting varying ability levels, and for recreational reading, student projects, field trips, and well-selected teaching media.
7. Texts should have covers and bindings adequate for their proposed uses and paper of suitable quality. Type selected should be legible and of adequate size for the grade level, and reproductions of illustrations should be clear. Books should be of recent copyright and moderate in cost.
8. In textbooks where the content calls for illustrative materials such as photographs, line drawing, and other graphic representation, these should be clear, attractive, and appropriate and serve a definite purpose. The balance between illustrations and reading material should be such that the pupil does not lose continuity in using the text.
9. The style should be clear, arouse curiosity, and stimulate interest in problems presented to students.
10. Texts should provide, when applicable, a complete table of contents, a preface, effective summaries, challenging reviews, evaluative materials, a glossary, bibliography, and a complete index suitable for easy reference.
11. Texts should be oriented to both boys and girls, where applicable.

- - - - -

The above criteria are intended to permit the consideration of appropriate paperback and programed learning materials. The State Textbook Commission does not intend to consider the adoption of workbooks.

SUGGESTED POINTS TO CONSIDER WHEN EVALUATING A TEXTBOOK

I. CONTENT

1. Does the content include that specified in the criteria?
2. Will this book operate reasonably well to accomplish what we are asked to accomplish in our schools in these grades in this subject?
3. Is the content accurate and up to date?

II. PHILOSOPHY

1. Is the philosophy of the book in harmony with modern principles of child growth and development?
2. Does it provide for continuous and well-rounded growth in basic skills and understandings?
3. Does the book consider the individual and his special interests, abilities, and needs?

III. ORGANIZATION

1. Will the plan of the book meet the needs of children?
2. Will the teacher be able to adapt it to his method of teaching, rather than having the book dictate the method?
3. Are the following items well prepared?
 - (a) Indexes
 - (b) Prefaces
 - (c) Appendixes
 - (d) Teacher helps and manuals

IV. READABILITY

1. Is the language adapted to the learner?
2. Is the style good?
3. Is the material interestingly presented?
4. Does the reading vocabulary appear to be at or below the grade level for which the books are to be used.

V. PHYSICAL ASPECTS

1. Will the book appeal to the pupil?
2. Is its size convenient to handle?
3. Are the quality of paper and typography satisfactory?
4. Is the book well bound?
5. Does color, if used, contribute significantly to the presentation of content?

VI. AIDS TO LEARNING

How satisfactory are such items as:

- | | |
|-------------------------|----------------|
| (a) Pictures | (f) References |
| (b) Graphs | (g) Projects |
| (c) Maps | (h) Recordings |
| (d) Word lists | (i) Problems |
| (e) Questions for study | (j) Film lists |

VII. CHILDREN'S REACTION

Criteria for the Selection of

SCIENCE TEXTBOOKS AND INSTRUCTIONAL MATERIALS

1. In the selection of science textbooks and instructional materials, the objectives of the Oregon twelve-year science program should be paramount. Textbooks and instructional materials at all levels and in each area should materially contribute to instructional activities that will:
 - a. Help the child discover basic concepts about the universe in which he lives
 - b. Develop self-learning skills
 - c. Liberate the child's innate curiosity.
2. Science content should include the general areas found in the State Guide. The materials should provide a progression of experiences for children which develop expanding concepts of the earth and universe, living things, and energy and mechanics.
3. The content should include activities which help the student discover facts and concepts about his universe and which stimulate the learner to make further investigations to continually extend his knowledge.
4. The scientific vocabulary should be consistent with the science experiences of the learner.
5. The organization and activities should encourage teachers and pupils to use a variety of community resources.
6. Opportunities for the development of scientific thinking and inquiry through the solution of meaningful problems should be provided.
7. Opportunities for employment of imagination and creativity should be provided.
8. Demonstrations, projects, experiments, and suggested student activities should provide for individual differences in interest, background, and ability.
9. Textbooks and other reading materials should be selected to meet the varying abilities within the classroom.
10. Textbooks and instructional materials should suggest activities, including experiments, which require student participation.
11. Opportunities for measurement and quantitative thinking should be provided.
12. Opportunities should be provided for development of student skills in recording and evaluating scientific observations and experiences.

CHECK-LIST OF QUESTIONS FOR CONSIDERATION

IN THE SELECTION OF

A TEXTBOOK IN _____

Instructions for use in scoring of the check-list:

Each of the four main divisions has a numerical evaluation that is equal to the sum of the evaluations of their component parts. Estimate as accurately as possible the value of each item in regard to its total number of points and total the points at the right hand side of the page. There is a total score possible of 570 points. Any book that scores less than 480 points should not be considered for a textbook.

AUTHOR AND PUBLISHER: (120)

SCORE

1. Is he an authority in the field? 20
2. What educational experience has he had? 20
3. What training has he had? 20
4. Is his point of view in accord with the educational aims and objectives? 20
5. Is his style stimulating? vigorous? 20
6. What is the reputation of the publisher? 20

PHYSICAL MAKE-UP: (130)

1. Is the binding durable? flexible? 10
2. Is the book of standard size? 10
3. Is it pleasing in appearance? 10
4. Does the paper have a non-gloss finish? 10
5. Is the type easily read? clear? properly spaced? 10
6. Does the print show through the paper? 10
7. Does the paper have an uncrowded appearance? 10
8. Are the chapter and section captions clear? distinct? 10
9. Are principles and outstanding points emphasized? 10
10. Is there a glossary with accurate definitions? 10
11. What is the copyright date? 10
12. Is it free from errors? 10
13. Does it reflect the more recent tendencies in teaching? 20

ORGANIZATION AND SUBJECT-MATTER: (180)

1. Does the preface have a clear statement of the purpose? 15
2. Does it have a usable table of contents? 15
3. Does it have a usable index? 15
4. Is the material arranged in regard to the psychological rather than the logical approach? 15
5. Is the treatment intensive? 15
6. Is the material cumulative in effect? 15
7. Is it suited to the grade of children? 15
8. Is there provisions for individual differences? 15
9. Does the material keep the purpose before the child? 15

Textbook Check-List

2

10. Does the material create in the pupil the desire to express himself? 15
11. Is the material selected to the principle of relative values? 15
12. Is the language technical? popular? 15

TEACHING AIDS: (140)

1. Does it include review exercises? drills? 10
2. Is there a comprehensive bibliography? 10
3. Does the preface give suggestions for the use of text? 10
4. Is there a stimulating introduction for pupils? 10
5. Are there readable charts? maps? graphs? sketches? 10
6. Are the illustrations representative? adequate? 15
7. Are the references specific? adapted to the pupils? 10
8. Are self-tests present in each chapter? 10
9. Are there factual, thought-provoking summaries present? 10
10. Is there any evidence of unification throughout? 15
11. Are exercises listed applicable to the classroom? 10
12. What type of laboratory exercises are given? appropriate? 10
13. What test material is given? 10

SUMMARY OF SCORES

Author and publisher

Physical make-up

Organization and subject-matter

Teaching aids

total for book

REMARKS

OREGON COLLEGE OF EDUCATION
Monmouth, Oregon

THE PLACE OF THE RESOURCE UNIT IN TEACHING.

Teachers and administrators, challenged by the concept of curriculum planning based on the cooperative efforts of teachers and pupils are finding resource units of work valuable instruments in effecting the transition from the subject-centered to the child-centered program. Planning and developing resource units is a sound initial step in promoting teacher participation in any curriculum program. Experience in constructing such units is a prerequisite for teachers who will participate in the formulation of a scope and sequence for a core curriculum in the area of general education or common learnings.

Resource units are essentially instruments utilized in promoting the professional growth of teachers. They are prepared for teachers by teachers and suggest learning experiences, resources and materials, and teachers procedures in broad areas of living and subject matter. The resource unit becomes functional in so far as all classroom teachers make use of suggested materials fully and effectively in all stages of the learning unit. Resource unit construction is pre-planning by teachers at a time prior to the actual classroom situation in which teachers and pupils will work together. Consequently, teachers must be familiar with the studies in child growth and development, which indicate the developmental tasks of each age group, as well as the needs and interests of these learners as individuals.

Resource units can be characterized by such terms as (1) comprehensive, since several learning units can evolve from one resource unit; (2) flexible, because the scope of the resource unit can be employed to help the teacher meet the problem of individual difference; (3) correlative, in view of the fact that subject matter fields are taught in relationships and for the purpose of establishing personal integration. Resource units provide suggestions and facilities for the teachers which are consistent with today's research in child growth and development and with current research studies in learning.

There is no one commonly accepted format for resource units which will meet the needs of all teachers. Practices in various school systems indicate wide divergencies in the organization of units of work. The following headings and sub-headings appear to be favored, but, of course, not all of them are used in resource units in any one school system; title page; overview; objectives; learning experiences; materials and resources, with suggested procedures; and plans for the evaluation of pupil growth and development at a particular grade level and in the area covered by the resource unit. Resource units in grades above the primary level should be organized so that the proposed learning experiences of pupils and the suggested materials, resources, and teaching procedures are listed in parallel columns.

Studies in the development and utilization of resource units have emphasized the importance of the structural form known as the T. It appeared to have great functional value in the organization of resource units for the upper elementary and secondary levels. The T, as an aspect of the resource unit, was also studied experimentally by teachers in the public schools, and the following suggestions indicate refinements based upon the practical requirements of classroom teachers.

1.

TITLE PAGE

This is a single page which presents the title of the resource unit, such as Consumer Education, and notes the author or authors, the school system, and the date of construction.

2.

OVERVIEW

This introduction elaborates upon the title and relates the unit to preceding work of the class in order that the teacher, who has not participated in the previous work, may be oriented to the over-all planning.

3.

OBJECTIVES

The objectives indicate desired patterns of behavior that should be sought in the actual participating of the pupils in the suggested learning experiences, as outlined in the resource unit. Consequently, they are always presented in terms of child growth and development; to learn, to appreciate, to understand, etc.

4. LEARNING EXPERIENCES IN RELATION TO TEACHING MATERIALS AND PROCEDURES.

The T structure below has been found effective in promoting the appreciation of teachers of the fact that the learning experiences of children should be clearly related to the materials and resources with which they work and play. Procedures or methods are concerned with and initiating active participation on the part of the youngsters, and are included in the column with materials.

LEARNING EXPERIENCES

Pupil activities are organized around a problem-solving situation, each statement is, therefore, initiated by a participial phrase, interviewing, drawing, making, etc. The resource unit can be continually augmented by incorporating problem-solving situations that originate, as they should, from teacher-pupil planning in the classroom situation. The learning unit is thus evolved out of the resource unit.

MATERIALS, RESOURCES, & PROCEDURE

The learning experiences of the children are enriched because of the multiplicity of teaching materials, resources and procedures which can be identified with problem-solving needs. Teaching experimentation and research has shown that the work of the teachers is facilitated when the learning experiences, teaching materials, and procedures are visualized in relationship as in the T structure.

5.

EVALUATION

Techniques and instruments will be suggested in this section that will be helpful to the teacher in the process of determining the degrees of realization of the specific objectives of the unit.

Evaluation instruments and techniques that have evolved from classroom situations can be added to resource units from year to year.

This phase of the resource unit contains a general listing of publications, files, transcriptions, resource visitors, and other teaching materials that are appropriate to the development of the unit. Some of these will have been indicated in an abbreviated form earlier in the unit, under Materials, Resources, and Procedures, in order to show the relationship between the learning experiences and the teaching materials and procedures. In this section of the resource unit, listings will be in the form of categories such as publications, audio-visual material and resource visitors, and the items will be alphabetized under each category.

The structure of the resource units in accordance with the principles of T, explained above, promoted teacher utilization of the unit to a greater extent than was true of the outlined course of study of the 1930's. The first column of the completed T would contain many suggested learning experiences for the pupils, while the second column would present, in direct relationship, teaching materials, resources, and suggested methods of procedure. In addition to textbooks, supplementary source books and equipment, the second column would contain suggestions regarding audio-visual aids, field trips, community resources, resource visitors, faculty cooperation, pupil-teacher planning, committee work, and creative expression on the part of pupils.

Administrators are recognizing the value of resource units, and provisions are being made through the development of in-service programs for teachers to engage in the construction of resource units. In many instances, teachers are provided with time during the school day for resource unit construction, and financial aid is being offered to enable teachers to attend summer school workshops for the specific purpose of constructing resource units for their school system.

THE ORGANIZATION OF THE RESOURCE UNIT

The following outline should be helpful in the preliminary planning of the resource unit by the student.

I. Title Page

- A. Title of the unit, such as "Community Helpers" or "Westward Movement"
- B. Author of the Unit
- C. Date of construction of the unit

II. The overview (an orientation for those teachers who haven't been working on the development of the unit)

- A. Elaborates on the title of the unit
- B. Relates the unit to the preceding work of the class and to possible future experiences
- C. Provides a short summary or outline of the unit
- D. Emphasizes special approaches and resources

III. Objectives (use only the infinitive form)

- A. Stated in terms of attitudes, understandings, and skills of pupils

- B. Indicate desired patterns of behavior that should be sought in the actual participation of the pupils in the suggested learning experiences as outlined in the unit
 - C. Present in terms of child growth and development, not as teacher or teaching objectives
- IV. Learning Experiences in Relation to Teaching Materials and Resources. (Use only the participial form such as doing, making, organizing, drawing, etc.)
- A. Learning experiences of the children should be clearly related to the materials and resources
 - B. Teachers are concerned with stimulating and initiating active participation on the part of the children.
 - C. Relationship between learning experiences and materials should be clearly indicated.

The "T"

LEARNING EXPERIENCES

- A. Pupil activities are organized around a problem-solving situation, and each statement is, therefore, initiated by a participial phrase; interviewing, drawing, making, planning, discussing, etc.
- B. The resource unit can be continually augmented by incorporating problem solving situations that originate, as they should, from teacher-pupil planning in the classroom situation.
- C. The learning unit is thus evolved out of the resource unit.

SOURCES, MATERIALS AND PROCEDURES

- A. The learning experiences of the children are enriched because of the multiplicity of teaching materials, resources and procedures which can be identified with the problem-solving needs.
- B. Teaching experimentation and research has shown that the work of the teacher is facilitated when the learning experiences, teaching materials and procedures are visualized in relationship, as in the "T".
- C. The second column of the "T" would include: Textbooks; supplementary source books; audio-visual aids, field trips; community resources; resource visitors; faculty cooperation; pupil-teacher planning; committee work; creative expression; pupil research and investigation.

VI. Evaluation

- A. Techniques and instruments that will be helpful to the teacher in the process of determining the degree of realization of the specific objectives of the unit.
- B. Forms of evaluation: Observations, teacher-pupil conferences, subject-matter tests which can be serviced through school districts, and questions revealing attitudes.

OREGON COLLEGE OF EDUCATION
Student Observation in Secondary Schools

In recognition of the fact that student observation is an important part of our secondary education program, provisions for observation have been made with the following schools:

Dallas
Senior High School
Junior High School
Academy Junior High School
LaCreole Junior High School

Monmouth-Independence
Central High School
Henry Hill Junior High School

Salem
Judson Junior High School
Leslie Junior High School
Parrish Junior High School
Waldo Junior High School
Walker Junior High School
Whiteaker Junior High School
North Salem Senior High School
South Salem Senior High School
McNary Senior High School

These schools have expressed a willingness to cooperate with us in this program, and it should be obvious that we are interested in maintaining this cooperative spirit. The manner in which the program is conducted will determine their feelings in this matter. Upon your shoulders, as the student observers, will rest a great deal of the responsibility for the continuance of good relations.

In a series of conferences, certain procedures have been agreed upon. Prior to your observation, you should understand your relationship with the college, with the college supervisor, and with the cooperating schools. The following procedures, then, are listed for your information and guidance.

College:

1. Observations must be scheduled through your methods classes. At this time, no provision has been made for free observation time at your convenience. The schools wish to make it possible for the teachers involved to know exactly when they may expect visitors, and we must abide by this request.
2. When the scheduled observations require that you miss campus classes, it is your responsibility to make arrangements with the instructors whose classes you will miss.

College Supervisors:

1. The supervisors will be responsible for structuring the observation with you. Definite instructions should be obtained before each visit. This is to insure that the observation is profitable, and in line with the instructional procedures being carried on.
2. You will be assigned to report to the principal of the school, or his delegated representative, for assignments. Once the class schedule has been arranged you may not alter it. No attempt should be made to visit classes other than those duly agreed upon.

Cooperating School:

1. Your presence is required at the school before the beginning of the period. Late arrivals will not be permitted to enter classes after they are underway.
2. You will be expected to remain in the classroom for the entire period.
3. Observation will be focused upon the entire learning situation, rather than upon an appraisal of the teacher. Be alert to evidences of pupil reactions, individual differences, and the physical facilities of the room.
4. Notes will be written up after the observation. The methods supervisor will prescribe procedures for you to follow in preparation of reports of observations.
5. Avoid discussing any classroom situation during the time you are in the school. The procedures observed should be strictly confidential, to be discussed only within the methods classes.
6. Remember that the teacher is responsible for the class. Hints from the observer as to the correctness of practices, however honestly motivated, are inappropriate. Maintain as impersonal an attitude as possible. Avoid any display of emotional reaction.
7. Conversation during observation is absolutely forbidden. Its only influence is distractive. Avoid taking notice of pupils who may attempt to attract your attention as a diversion.
8. Whenever practical, seating should be obtained in the back of the room, or where the greatest scope of class and teacher activity can be observed. In the event of two or more observers in the same class, attempt to obtain seats appropriately distributed through the room.
9. Do not request class time or time during the passing of classes of the teacher. In the event of questions, they should be presented only when the teacher indicates they are welcome.
10. Inattention during observation will only foster resentment. Be alert. A bored, tired, or sleeping observer gives a poor impression to both the teacher and the pupils.
11. The matter of personal decorum while in the classroom and in the school cannot be overemphasized. Also, acceptable attire should be given serious thought.

The importance of maintaining good relationships with these schools is worthy of repetition. The observer's courtesy and propriety during the observation period is of great importance to the college and the program of secondary education. It is the right of the schools to refuse further participation. The above materials should be reviewed prior to each observation.

OREGON COLLEGE OF EDUCATION
Monmouth, Oregon

Introduction: During your methods courses and student teaching experiences, you will be asked to observe many classroom situations. It is highly desirable that you reflect on yourself while you are observing the classes and practices.

Questions such as the following should well be asked by the college student of himself:
(1) Do I really enjoy children and youth? (2) What age students do I especially enjoy?
(3) To what extent are my past personal elementary and secondary student experiences coloring or biasing my present observations? Do present classroom practices appeal to me? Or do they repel me? (4) To what extent must I change or modify my beliefs and attitudes if I am to work successfully with elementary or secondary students? (5) Will I enjoy teaching the remainder of my life? Or, are my reactions such that I will probably be unhappy and should therefore prepare for some other field than teaching? These are significant questions, all to seldom asked by a prospective teacher of himself.

How To Observe

Good observation takes into account many aspects of teaching. The list below is a reminder of some of the areas or problems which may be dealt with by the supervising teacher.

- a. How are desirable work habits developed?
- b. How is pupil attention gained and held?
- c. How is pupil initiative stimulated and individual and group responsibility developed?
- d. What about discipline? (The handling of conflicts, disputes, impertinences, etc)
- e. How is pupil cooperation achieved and retained?
- f. What personal characteristics of the teacher help create good pupil morale?
- g. How are the routine procedures handled in the room?
- h. What pupil behavior standards are expected and exist?
- i. How are individual and group assignments made?
- j. How are subject matter and materials selected and used?
- k. How is a lesson introduced, developed and concluded?
- l. What is being done to provide for the individual needs in children?
- m. What work habits are being developed?
- n. What are the work standards expected of a teacher in the teaching position?

Suggested Outline for Reporting Reactions to Observations

I. The Setting

- A. The Building and room visited
- B. Teacher, grade level and subject area
- C. Date and clock-hour visit

II. Things that I observed:

- A. About the students
 1. Characteristics of class
 2. That appealed to me as a future teacher
 3. That tended to disturb me as a future teacher
 4. Questions I would like to raise

- B. About the student's classroom environment:
1. Description of setting
 2. That appealed to me as a future teacher
 3. That tended to disturb me as a future teacher
 4. Questions I would like to raise

- C. About the classroom teacher and her practices:
1. Methodology used
 2. That appealed to me as a future teacher
 3. That tended to disturb me as a future teacher
 4. Questions I would like to raise

III. As I recall, my own school experiences at a corresponding level in school were:

- A. Similiar in the following ways:
B. Different in the following ways:

IV. My reactions to the observation were:

V. The questions I would like answered are:

Study of Individual Pupil

1. Keep a daily record of the following:
 - a. Some significant things that happened.
 - b. Some incident, pupil remark, teacher action.
 - c. What the class or group did.

(Be concrete, tell why an incident was significant, what it meant to you, and what you did, what happened, etc.)

2. Observe the participation in class.
 - a. Taking part in activities, in discussions.
 - b. Real contribution? Basis for contribution?
 - c. Verbal participation and non verbal (listening, attitude, attentiveness)
 - d. Popular, unpopular, why?
 - e. Relation with other students.

3. Observe teacher-pupil relationships.
 - a. Interaction of teacher and pupil.
 - b. Student participation regardless of activity planned or called for.
 - c. Importance of pupil efficiency as noted in ability to get down to work, utilization of materials, supplementary materials, etc.

4. School Records

Consult with teacher and school administration. Observe school records if you are permitted to do so. What is his personal-family background? Test scores? School record? Out-of-school experiences? Educational or vocational interests? Special aptitudes? Honors gained?

5. At the close of the week do the following:
 - a. Write your interpretation of the individual for the week. Focus your thought on the individual within the group. What kind of atmosphere is it for the pupil to live, and learn, and to grow in?
 - b. Record the new ideas which you now have of the individual. What strong feelings have you had? What new skills in group management have you seen practiced? What abilities in guiding pupils toward a square deal for all do you

feel you now possess?

c. How well is the school providing for his needs.

Copy - Dr. Duncan

Ed 411 Secondary Methods: Humanities

Fall 1976 2MWF

Dr. Montana Walking Bull, Professor of Humanities and Education

Text: Burton, et al. Teaching English Today. Boston: Houghton Mifflin Company, 1975

Discussion questions from the text:

Oct. 4 and 6, Chapters 1 and 2

The English Teacher Today
The English Teacher as Professional
The Context for Teaching English Today
Some Recent Emphases in the English Curriculum
What of the Future?

Students Today
What Are Students Like? What Do They Want?
Problems Facing Young People Today
Learning About Students' Needs and Interests
Students in Their Multicultural World
Some Guidelines for Teachers

Oct. 8 and 11, Chapters 3 and 4

Planning for Instruction
Developing Objectives
Establishing Classroom Climate
Principles of Planning
Advance Planning
Planning Procedures
Lesson Plans and Units
Learning to Plan

Oral Language in the English Program
Purposes of Oral Language in English
Oral Language as Method
Initiating Oral Language Activity
Varieties of Oral Language Activities
Evaluation of Oral Language
Oral Language and the English Teacher

Oct. 13 and 15 Chapters 5 and 6

Teaching Written Composition
Justifying a Writing Program
Freeing Student Writing
English Doesn't Come Naturally
Freeing Students to Want to Write
Evaluating: A Monologue or a Dialogue

Responding Critically to Literature
Some Problem Areas in Teaching Literature
Literature Written for the Adolescent

Teaching Literature
Why Would Students Want to Read Today?
Reading Interest Studies
Planning the Literature Program
Organizing the Literature Program
Student Responses to Literature
Expanding Student Responses to Literature

Oct 18 and 20 Chapters 7 and 8

Teaching Language
 The Uses of Language
 The Acquisition of Language
 The Structure of Language
 Language Variations
 The History of the English Language
 Language Skills
 The Last Word

English and the Non-Print Media
 Media as Instructional Aids
 Media as Subject Matter
 Media, Technology, and Tomorrow's English Teacher

Oct. 22 and 25 Chapters 9 and 10

Teacher Accountability and Evaluation of Student Performance
 Teacher Accountability--For What? To Whom?
 Evaluation of Student Performance

A Coda for Prospective Teachers
 Is English Passe?
 Personality and the English Teacher

Appendix A One Hundred Junior Novels for English Classes
 Appendix B One Hundred Short Films for English Classes
 Appendix C Eighteen Thematic Unit Ideas
 Appendix D Twenty Sample Activity Cards for English Classes

Directions for Discussion (Burton text):

Each person will be a discussion leader for the class. Please sign for a date.

October 4 _____
 October 6 _____
 October 8 _____
 October 11 _____
 October 13 _____
 October 15 _____
 October 18 _____
 October 20 _____
 October 22 _____
 October 25 _____
 October 27 _____
 October 29 _____
 November 1 _____
 November 3 _____
 November 5 _____

Professional Organizations: Several professional organizations offer membership to teachers of English. The most outstanding is the National Council of Teachers of English. OCE has an affiliate chapter, the OCE Council of English. You may join NCTE as a student for \$5.00. For this membership you may have one of three journals offered: Elementary English, English Journal, or College English. Make out your check to NCTE and specify on the check the publication you desire. I will send in all checks. It takes about a month for NCTE to process your application from the time it receives your check. Two organizations in Oregon for teachers of English are the Oregon Council of English, and the Oregon Education Association Language Arts Association, which meets this year October 8 and 9 at Benson High School. (OEA-IA)

Unit of work due at the end of the fifth week, Oct. 29. (Ideas are listed in Appendix C, pp. 352-364, in the Burton text.) Your unit should be for one, two, three, or four weeks, but not over four. It may be on one of the sub-categories listed below under the four major components in the teaching of English.

Literature: short story, novel, drama, poetry, myth, non-fiction, biography, autobiography, travel, adventure, etc.

Composition: (written) narration, description, exposition, argumentation
(oral) a range of possibilities

Language: history of the English language, dialectology, lexicography, semantics, phonology, morphology, grammar, usage, English as a second language, etc.

Public Communications: television, radio, newspaper, magazines, journals, films, recordings, etc.

Practice or Demonstration Teaching: (See dates listed.) All teaching will be done in this class which will represent the grade taught, 5 through 12. If you have materials for the class to use during the teaching period: a poem, short story, essay, or specific instructions for an activity, issue copies to the class several days in advance of the time of the class so that the class will be prepared. Use the media or multimedia approach to teaching if appropriate. The LARC Center and the Media Center as well as the Library will help you with your preparations.

The Lesson Plan: Get your lesson plan approved three days before you teach. You will be graded on the first copy if it is a good copy; otherwise, you will be graded on your revision. Forms for the lesson plan and a unit outline will both be available for you.

Using Audio-visual equipment: See the Humanities secretary if you wish to use some of the equipment stored in Humanities. It is best to give her a day's notice if you wish to reserve it. Pick up the equipment yourself, take good care of it during its use, and put it away yourself carefully in the storage room. Sign for its use on the card provided with the equipment. If you need films, see me. There is a limited budget for films, and they have to be processed through me. Try not to exceed \$5.00 for rental fee. Unless the film is cleared properly before you order, you will be expected to pay for the rental yourself. Learn to use audio-visual equipment, and become familiar with it. If you plan to work in the studio at the Ed Media Center in the library in the preparation of a videotape, see Mr. Smith for scheduling with the equipment, the studio, and for guidance from the media staff. (See Appendix B in the Burton text for a list of short films, pp. 341-351.)

(See next page.)

Evaluation of your work for this class:

1. Reading basic text and discussing it (also leading the discussion), 25%.
2. Preparation of effective unit of work and good research for it, 25%.
3. Preparation of lesson plan and demonstration teaching in class, 25%.
4. Writing book review from book on multiple book list; attendance, dependability, film viewing, and serving as a critic for another student's teaching, 25%.

A notebook is optional:

If you desire to keep a notebook, this is a good idea if you include materials from Humanities classes. You may organize it according to the four major components in the teaching of English, listed in the paper with the categories listed as well. This should prove useful to you in your teaching and should help in general planning. If you do put a notebook together, please let me see it at the close of the term so that you may receive some credit for your work.

Grade you may expect to get:

Third term juniors, seniors, and graduate students with top quality work should receive A's and B's. If work is carelessly done, late, or if your attitude toward your work and teaching is not professional, the grade may be C or less. A D grade is not acceptable as a prerequisite for either student teaching or interning.

Nov. 8	Nov. 26
Nov. 10	Nov. 29
Nov. 12	Dec. 1
Nov. 15	Dec. 3
Nov. 17	Dec. 6
Nov. 19	Dec. 8
Nov. 22	Dec. 10
Nov. 24	Dec. 13 (FINAL)

Instructional materials at the CCE Book Store: (See multiple book list.) These texts have been ordered for your purchase as you need them. Browse through them. They are all recent publications from authorities in the teaching of Humanities. Choose one of the books to read and write a book review, due December 3.

Book List

Special Secondary Methods

Ed 411

Fall 1976

Dr. Walking Bull

Burton, et al	TEACHING ENGLISH TODAY
Judy	EXPLORATIONS IN THE TEACHING OF SECONDARY ENGLISH
Judy,	TEACHING OLD TESTAMENT IN ENGLISH CLASSES
Adams	AFRO-AMERICAN AUTHORS
Adams	MULTI-ETHNIC LITERATURE
Adler	HUMANITIES PROGRAMS TODAY
Barnes	DRAMA IN THE ENGLISH CLASSROOM
Brown	THEME ASSIGNMENTS FOR GRADES SEVEN THROUGH TWELVE
Dunning	ENGLISH FOR THE JUNIOR HIGH YEARS
Dunning	TEACHING LITERATURE TO ADOLESCENTS: POETRY
Dunning	TEACHING LITERATURE TO ADOLESCENTS: PLAYS
Dunning	TEACHING LITERATURE TO ADOLESCENTS: SHORT STORIES
Fagen/Vandell	THROUGH A GLASS DARKLY: CLASSROOM PRACTICES IN TEACHING ENGLISH: 71-72
Fernandez	ORAL INTERPRETATION AND THE TEACHING OF ENGLISH: A COLLECTION OF READINGS
Hawes	TEACHING LITERATURE TO ADOLESCENTS: NOVELS
Jenkison	WHAT IS LANGUAGE AND OTHER TEACHING UNITS FOR GRADES 7-12
Jenkison	TEACHING LITERATURE IN GRADES 7-9
Jenkison	TEACHING LITERATURE IN GRADES 9-12
Knapp	WRITING FOR REAL
Leavitt/Shon	STOP, LOOK AND WRITE
Miller	WORD WEALTH
Moffett	A STUDENT-CENTERED CURRICULUM, GRADES K-13
Olson	USES OF MYTH

Parades

MEXICAN-AMERICAN AUTHORS

Pinney/Say

TWO WAYS OF SEEING: AN ANTHOLOGY OF POEMS AND
PHOTOGRAPHS

Pinney/Say

TWO WAYS OF SEEING: STUDENT GUIDE

Purvas

HOW PORCUPINES MAKE LOVE: NOTES ON A RESPONSE-
CENTERED CURRICULUM

OUTLINE FOR UNIT BUILDING

I. Introduction

- A. Philosophy
- B. Characteristics of Students
- C. Aims and Objectives
 - 1. General Aims
 - a.
 - b.
 - c.
 - 2. Specific Aims (include creative work)
 - a. Reading (theme, plot, etc.)
 - b. Listening (note taking, recording, listening, etc.)
 - c. Speaking (oral expression, discussion)
 - d. Writing (character sketch, essay, essay type of exam, etc.)
 - e. Critical Thinking (underlying purpose of author, etc.)

II. Topics (Subject Matter)

- A. Related Background
 - 1.
 - 2.
 - e.
- B. Period at Hand
 - 1.
 - 2.
 - e.

III. Activities

- A. Activities Engaged in by All
 - 1. Motivation
 - 2. Developmental
 - 3. Culminating
- B. Differentiated Assignments
 - 1.
 - 2.
 - 3.
- C. List of ...
 - 1.
 - 2.
 - 3.

I. Title

(Select a title which is significant to the students, one that will appeal to them, one that grows out of class interest and need. Do a considerable amount of pre-planning and checking of source materials to make sure there are enough books and references available for students to pursue the topic.)

II. Initiation

(Approach the topic by a variety of methods. Use motivation: discuss movies and television shows related to the topic. Show a film or film-strip, play a record, bring in a resource speaker, or read some selections from a book related to the topic. Field trips sometimes lend themselves to good motivation.)

III. Objectives

(Ask students to raise questions which they think must be answered for a thorough understanding of the topic. Questions should have a direct bearing on the subject and should contain the possibility of leading to sound conclusions. Discuss questions as to their relative importance. Add some which the teacher feels are important. In collaboration with the class, work out objectives of the unit and prepare to move ahead.)

IV. Beginning Assignments

(Ask students to volunteer for each of the questions to be explored. Let them indicate the areas in which they want to work; set up interest groups. Each group selects its own chairman and recorder. The teacher brings materials into the classroom for students' use and arranges for additional material to be reserved in the library. Members of the class are encouraged to bring in further materials from the public library or from their homes.)

V. Suggested Activities

(Each assignment requires reading, writing, speaking, and listening, plus creative work--and is designed to make students familiar with all literary types--poetry, short stories, essays, novels, plays, and non-fiction. Students become familiar with the classics as well as with contemporary works, and their research ranges from reference works to magazines and newspapers.)

(You may expect either individual papers/or a written group-report. The papers should reflect the student's discussions, findings, and research techniques.)

(Set a deadline for final presentations. Each group may choose its own method for reporting to the class. The teacher and fellow students may exercise their right to challenge statements and to ask for further clarification.

Planning a Lesson - Adapted from T.H. Brown's Student Teaching in a Secondary School

The Written Daily Plan

A lesson plan is a step-by-step written account of what is to happen in a class period. It should specifically indicate: What the students are expected to accomplish, how they plan to do it, and the subject matter, the preparations, and the materials needed. Such a plan is not to be confused with the sketchy notations of the topic and relevant pages inscribed in a Daily Plan Book in use in some schools. Nor is there just one form for a daily lesson plan. The lesson plan outline below contains most of the aspects usually demanded in a lesson plan.

DAILY LESSON PLAN OUTLINE

Name: _____ Subject: _____

School: _____ Grade: _____

Specific Aim: This is what the students are expected to do.
(Specifically differentiate this from all other lessons.)
(Try to begin: The student will write in expository form
a theme of two hundred words on the topic, "_____".)

General Aim: This is why the student is doing the assignment.
(As a step in teaching the whole unit, the teacher may expect
that by participating in the writing the student will be motivated
to learn more about writing as a form of communication, etc.
This step is an attempt to justify our specific aim.)

Content: This is the material the class is expected to learn. This is
also the most important part of the lesson, so the development
of this part is essential (in detail). The content should be
well researched, so well, in fact, that another teacher may be
able to teach with the lesson plan. Names of persons, places,
books, records, etc., should all be listed clearly.

Procedure: This is how the lesson will progress. There should be an intro-
duction to the lesson to provide motivation. (How will the
lesson be presented? Be specific about this. It is important
that students find the lesson of interest in order to accomplish
what they are to accomplish and to learn or grow in knowledge.
Leading questions may be of importance to promote discussion.
Please answer in full any questions that are asked.)

Activities: May include film strips, desk work, games, discussion, recordings.
How are students led into this activity and why is it included?

Materials: What is needed to accomplish the lesson aims?

Assignment: Assignment for students for work to be carried out the following
day or date. The assignment may be given whenever appropriate.

Questions as a Guide for Planning (for teacher)

- I. What am I going to teach?
- II. Why am I going to teach this unit or lesson?
- III. How am I going to teach this unit or lesson?
 - A. How shall I make motivation effective?
 - B. What pivotal questions shall be used?
 - C. How shall I discover what the student already knows about the subject?
 - D. What past experience shall I draw upon to introduce new concepts?
 - E. What materials, references, and resources shall I use for enrichment?
 - F. What individual assignments or follow-up activities shall I use to follow this unit or lesson?
 - G. What suggestions shall I give to stimulate further research by pupils?
- IV. How shall I check the results of my teaching?
 - A. Did I accomplish my purpose?
 - B. What objectives did I accomplish?
 - C. What will I need to reteach?
 - D. Which pupils need individual instruction as revealed through evaluation?

From Clinical Experiences in the Teaching for the Student Teacher or Intern,
Tanruther, Edgar H., pp. 92-101.

"Beginners are sometimes displeased when they are asked to prepare written plans. They should be made aware that many of the best, most experienced teachers write down what they plan to do when instructing a group. This compels the teacher to be definite and specific rather than indefinite and vague as he might be when he relies on his memory to guide him. . . . Good planning is essentially making sure one knows what one is doing when instructing pupils. Both supervising teacher and prospective teacher need to understand clearly what is to be taught while the student is in charge of the group. The written plan provides the best means for this understanding. The supervising teacher can make helpful suggestions and the student can obtain help on questions which may be in his mind. The student learning to teach should welcome the opportunity to prepare written plans as one of the best ways to crystallize his own thinking about good teaching and to obtain assistance from a capable and experienced teacher. . . . In making plans the prospective teacher should take care to make adequate provision for content, instructional materials, and pupil activities during the period covered by the plan. Failure to do this may result in a situation in which students are left 'with nothing to do' and both students and teacher lack a sense of direction. The individual who discovers that he has planned more thoroughly than actual teaching requires will find he has a reserve of information and enthusiasm which will help him succeed the next time he meets the group."

Chapter 1

1. What are the "Ingredients of Professionalism" as listed pp. 4 and 5?
2. How do you react to Tom Barton's statement titled, "We Need Teachers Who Do What They Expect Kids to Do"? (pp. 6 and 7)
3. What do the editors list as the four major movements that represent recent change? (pp. 7 and 8) Discuss each briefly.
4. What is listed as recent emphases in the English curriculum? (pp. 8-10)
5. What do specialists predict for the future of English teachers? (p. 10)

Chapter 2

6. What were the four points (wishes) raised when the book's authors talked with students?
7. Name several books that deal with the future which help us understand specific problems of young people today? (pp. 19-20)
8. What is responsible for the devaluation of the work ethic among young people today. (pp. 20-21)
9. What are some of the "perversions" said to be passed on to the young? (p. 21)
10. List and discuss some methods for getting to know students (pp. 22-23).
11. Notice the list of books, pp. 23-24, that have been popular with students.
12. Read the statement, p. 25, beginning with "Out of necessity. . ." and discuss its implications.
13. List and discuss the guidelines laid out for teachers, pp. 25-28.

Chapter 3

14. What is the benefit of the questions on p. 34 before the teacher starts planning?
15. Read through questions, p. 36, that were used at Portland, Oregon's John Adams High School that were posed as teachers began to work with purposes and objectives.
16. What three kinds of objectives are explained? (pp. 37-38)
17. Summarize the attitudes the authors hold on behavioral objectives.
18. What does Carl Rogers suggest for the best teaching? (p. 41)
19. What does Rogers' ideas imply for teacher objectives?
20. How important is the classroom environment? Note the Flanders system code for classroom talk (p. 44).
21. Carl Rogers lists qualities of teachers on p. 46 that tend to promote a healthy psychological environment in the classroom. Read and comment on these.
22. What are the five principles listed on p. 47 to be used as a planning guide. Discuss each.
23. What are some variables to consider while planning? (pp. 48-54)
24. List the most common classroom activities of teachers. (p. 52)
25. List steps for advance planning. (pp. 53-54)
26. Read through the planning procedures listed on pp. 54-55.
27. Examine the Systems Approach Model, p. 56, noting the example following (pp. 56-58). Do you think the Systems approach has any advantages over another?
28. What happens if a teacher does not plan well or is haphazard in the planning?
29. How important is it to do course planning?
30. What goes into unit planning? (p. 61)
31. See ideas for units, Appendix C.
32. What about commercially prepared units and packaged materials? Do they have any shortcomings? (p. 62)
33. What does competency in planning involve? (p. 62)

Chapter 4

34. What do the authors say about American English teachers and the role of spoken language? (p. 70)
35. What do you think of this statement: "American programs and classrooms are still primarily teacher and subject matter dominated, stressing analytical study and information rather than skill or performance. . . ." (p. 70)
36. List some ways one can ask for clarification on the expansion of ideas to foster depth and objectivity? (p. 72)
37. Why is the idea of "teaching equated with telling" and "learning equated with listening" no longer as appropriate in today's schools as it once was? (p. 77)
38. If dramatization is to be used in the classroom, how much "directing" should the teacher do? (p. 78)
39. What are some of the ideas given for dramatization to motivate students in their study of literature? (p. 79)
40. Review questions on pp. 80-81, for the possibilities of combining oral language and language study.
41. Do you think there is value in discussion preceding writing? Do you think this type of activity might improve speech?
42. How about monologue preceding writing (a student's holding forth on a given topic)? (p. 82)
43. Should writing be addressed to the teacher always? (p. 83)
44. What questions might a teacher ask after a student paper has been read? What would you add? (p. 83)
45. What is Zellner's view on the act of writing? (p. 83)
46. What is this approach called? (p. 84)
47. With this approach what does the classroom become?
48. The authors say that: (p. 85)
"Extensive oral work demands more active, cooperative participation than students are used to, an increase in student interaction and movement, and some decrease in direct teacher control."
Do you think it might be worthwhile to try such a plan?
49. Why might students not be interested in the "oral activities" approach? (85)
50. The authors offer suggestions for working with students who might resist the "oral activities" approach. What are they? (p. 86)
51. What does Rogers offer as a test for listening as one converses with another? (pp. 86-87)
52. The authors give suggestions to beginning teachers as to how to work with oral language activities. Read through these. (pp. 87-91)
53. What suggestions are given for a list of oral activities? (p. 91)
54. The authors list some exercises and games (pp. 91-94), some projects and assignments (pp. 94-95), class discussions (pp. 95-96), oral interpretations (pp. 96-97), dramatic activities (97-101), and school speech activities (p. 101).
55. In the evaluation of the speech environment, there is a set of questions, p. 101. Read through these. Further evaluation is on pp. 103-104.

Chapter 5

56. List the reasons the authors give for the justification of a writing program. (pp. 112-113)
57. Why do students fear writing?

58. How do you react to the statement, "An infinity of ways to structure any piece of writing exists, although some are more common than others."
59. What about the statement, p. 114, "If writing communicates what the writer intended, then it works, regardless of the number of writing rules broken or followed." Do you find this an extreme point of view or just realistic?
60. The Telling Writing, Macrorie, reference in on p. 115.
61. What do the authors mean by the "etiquette of writing"? (p. 119)
62. What are the advantages of a teacher "home made test"? (p. 120)
63. What is the best writing program? (p. 120)
64. State the very first thing a teacher does before the class is expected to write. (p. 121)
65. And next?
66. And last?
67. Outline one technique the teacher may use to free students from the fear of writing. (p. 121)
68. Should the teacher participate in writing too? (p. 122)
69. List and explain other techniques. (pp. 122-129)
70. Should teachers use timely topics and events as writing subjects, such as an outstanding day's event? (p. 129)
71. How closely is thought allied to writing?
72. The authors recommend use of the dictionary and Thesaurus. (p. 132) How much do you use these references when you write?
73. Should writing be just like talking? (p. 133)
74. What is Aristotelian rhetoric? (p. 134)
75. What is modern rhetoric? (p. 134)
76. What do the authors recommend for procedure in student writing? (pp. 134-140)
77. How does the teacher react when students begin with this question: "Why do we have to write about _____?"
78. Review those assignments listed on p. 140 for assignments to avoid.
79. Review hallmarks of good composition assignments. p. 141-143.
80. Review suggestions for using news events as writing ideas; pp. 145-147.
81. Read information on evaluation of writing. pp. 148-153.
82. Read information on grading and correcting papers. p. 153.
83. Read "Evaluating as a Dialogue," pp. 154-155, and discuss the value of this approach.
84. What do the authors say about teacher variability in evaluating and commentary on student papers? (pp. 155-161)
85. When do students evaluate one another as they write? (p. 162)
86. How important are conferences and when should they occur? (p. 162)
87. How can the opaque projector be used in the evaluation of student papers? (pp. 162-63)
88. List the steps in the writing process given by Donald H. Murray, p. 163.

(This concludes questions for the first five chapters.)

Chapter 6 Teaching Literature

89. Discuss rationale for a literature program as given on pp. 168-172.
90. Why is "student taste" in literature important? Why is it important for the teacher to know themes or interests that appeal to young people?
91. What books are recommended on p. 168 as possibly appealing to an adolescent's interest?
92. Which ones are listed on pp. 170-172?
93. Name some television specials that have appealed to students. (p. 173)
94. What do the authors say about establishing "themes" in literature?
95. How to make learning more exciting is discussed, p. 176. What are some of these suggestions?
96. Read through the questions listed on p. 176 that might help a teacher determine what literature he would use for common reading.
97. List and discuss the approaches to the teaching of literature. (pp. 177-182)
98. What criteria are used for the selection of long works? (pp. 179-180)
99. Who was a great advocate of free reading or individualized reading?
100. How does free reading work?
101. What are other approaches? (p. 184)
102. Read through some ideas for electives courses listed on p. 185.
103. Read through Purves' four objectives of a response-centered poetry program. (p. 187)
104. The authors suggest beginning with material that elicits immediate response. (p. 187) What might this material be?
105. Why have students been turned off to poetry?
106. What kinds of poetry can the teacher use to interest students? (p. 189)
107. Read through Barrett John Mandel's six do's and five never's related to the teacher's getting responses from students. (191)
108. Alan C. Purves (p. 192) lists what the teacher can do to help students with their responses.
109. What are additional responses that students might make in literature? (p. 192)
110. On setting, how important is it to study setting in detail?
111. As to conflict, ask if the conflict is internal or external. What does each mean?
112. What questions might be asked on point of view?
113. What do students need to know about character? (p. 194)
114. What are important points relating to theme? (Read p. 195)
115. What are the characteristics of style that students need to know? (p. 195)
116. Read the critical analysis of a short literary piece, pp. 195-197. Another example is on p. 198. Read through these to see how these can be handled by a teacher.
117. Sets of questions that might be used to promote discussion and study of Hinton's The Outsiders, Zindel's The Pigman, Melville's Billy Budd, Levine's Dr. Cook's Garden, Crane's The Monster, are given on pp. 200-204. Study these and give your own reactions to them.
118. There is a comment, p. 204, as to the importance of including minority writers in American literature, works that have hitherto been omitted for those not of Euro-American descent. What standards are advised when selections are made from minority writers. (p. 204)
119. What is the caution in regard to books listed as adolescent literature? (p. 208)
120. What can the teacher of English do to interest students in reading? (p. 209)
121. Notice books, films and newspapers that have been under attack, pp. 210. What are safeguards on censorship for teachers?

Chapter 7 Teaching Language

122. What contribution did the linguists make to the teaching of language?
123. What is helping students to gain new insights into language?
124. What is language and how does it work? (p. 215-220)
125. What are language units? (p. 217)
126. What do the authors offer as a definition of language? (p. 217)
127. What is still another definition of language? (pp. 218-219)
128. What general statements are made about language? (p. 219)
129. W. Nelson Francis lists five important uses of language. What are they?
130. How does language control?
131. Note the example on the use of language to help one think, p. 221.
132. How do the authors describe the learning of language?
133. Outline suggested idea for a study of language activities. (p. 223)
134. What were the advantages listed on p. 225 for those students learning transformational grammar with teachers Bateman, Zidonis and Mellon?
135. What theory did Noam Chomsky advance? (p. 226)
136. What does O'Hare's research show? (p. 227)
137. What is expected of the teacher of language? (p. 227)
138. What is recommended for an adequate program of study?
139. John Sinclair explains what is expected of the teacher of linguistics. Explain it. (p. 227)
140. Has research shown a very close correlation between grammar and the improvement of writing skills? (p. 228)
141. How about a correlation with literature?
142. Name some weaknesses of "traditional" grammar. (p. 230)
143. Explain the structural approach to grammar.
144. What is the transformational-generative approach?
145. What is recommended of these approaches for the teacher of English? (p. 233)
146. What is the purpose of grammar study?
147. What is recommended in the study of semantics? (pp. 234-238)
148. In the area of semantics what do students need the most? (p. 235)
149. How might this be done? (p. 235)
150. What other activities are suggested, p. 240?
151. Explain the importance of the study of the paralinguistic aspects of language.
152. What did the linguists say when they set out to describe language specifically and objectively? (p. 240)
153. What is correct and standard dialect that is traditionally observed and taught in the schools? (p. 241)

Chapter 8 English and the Non-Print Media

154. Generally, how do teachers of English view the use of non-print media (records, filmstrips, tape recorders, films, television, radio, etc.) in the English classroom? (p. 257-58)
155. What is the contention of the authors in regard to media and the English program? (p. 258)
156. How can non-print media in English classes be categorized? (p. 258)
157. Discuss media as instructional aids. (p. 259)
158. How are instructional aids misused?
159. What is recommended for the use of media? (p. 261)
160. How do teachers use the non-print media? (p. 261)
161. Discuss varying the routine with media. (p. 262)
162. Discuss presenting information with media. (p. 263)
163. Discuss motivating with media. (p. 263)
164. How does one introduce literary works with media? (p. 264)
165. How does one teach composition with media? (p. 265)
166. What do the media provide for the teaching of composition? (p. 265)
167. Discuss the authors' statement, "Many students who are not particularly skilled or successful in written expression prove to be quite talented in other media." (pp. 265-266)
168. Read through the suggestions given on p. 266, listed as exercises for composition and the media.
169. List and discuss plans for the use of instructional media. (pp. 266-269)
170. What are sources for media? (pp. 269-273)
171. List publications available on the use of media. (pp. 270-271)
172. What about publications on films for school use? (pp. 271-272)
173. Read through the advice given prospective film users. (p. 272)
174. Review the teachers' problems and issues at bottom of page 274.
175. Is there a "traditional," established curriculum in media?
176. Outline specific objectives given in media study (pp. 276-277)
177. Outline critical approaches to the study of media. (pp. 278-279)
178. Outline Alan Purves' range of ways a student might react to or comment on a particular medium. (p. 280)
179. What are suggestions for getting students involved with media? (pp. 280-282)
180. What is predicted for media in tomorrow's schools?

Chapter 9 Teacher Accountability and Evaluating of Student Performance

181. How do you react to the statement, p. 290: "schools and teachers must justify their cost in terms of measurable output"? (Read pp. 290-293)
182. Read the NCTE Resolutions, pp. 291-292, on accountability. In general what do they say?
183. Describe the teaching models explained on pp. 293-294.
184. The authors say the teacher needs to clarify his own purposes, determine what is possible and necessary in the situation, assess the value of conflicting demands made upon him, and determine the outcome of his work. How do the authors suggest that this be done? (pp. 294-301)
185. Read through the particulars as to how a teacher can analyze his own teaching behavior. There are seven parts to this, pp. 295-300)
186. What does the Coleman report indicate? (p. 300)
187. How do you react to the statement: "More occurs in a human learning situation than can ever be recorded, measured, or evaluated, and the teacher who looks for a particular predetermined outcome is very likely to overlook the most important and potentially useful information available to him. Student participation in evaluation procedures may help to avoid such narrowness and to provide a needed corrective for the teacher whose objectives are unrealistic or restrictive."
188. How valuable is a word of praise in evaluation? (p. 301)
189. What is NCTE's "Statement of Policy on Grading"? (p. 302)
190. Why might not this statement "catch on" with evaluators and students? (p. 302)
191. Has teaching indeed become subordinate to testing, learning to grades, and intrinsic motivation to external rewards or threats of failure? (p. 302)
192. Have tests and grades become the key instruments to motivate, reward, and punish? (p. 302)
193. What is the primary function of the teacher? (p. 302)
194. In order to exercise this function, what does the teacher have to do?
195. What is the importance of evaluation for the teacher? (p. 303)
196. The question on p. 304 is: "Should the English teacher's main responsibility be to make public issue and record of these differences (normal differences of adolescents) or to promote each student's growth in and through language to the greatest extent possible? Are these two roles compatible? (p. 304)
197. What measuring instruments should be used by teachers of English?
198. What might restrict a teacher's freedom in evaluating student performance? (p. 305)
199. What are some general criteria the teacher should consider and what data should he base his evaluations on? (pp. 305-307)
200. How valuable is the attitude of the teacher towards grading? (p. 307)
201. No matter what his attitude is, how will he proceed in the evaluative process? (p. 307)
202. How important are the cognitive and affective handbooks of the Taxonomy of Educational Objectives? (pp. 307-310)
203. What does the cognitive handbook deal with? (p. 308)
204. With what does the affective handbook deal?
205. Usually how do teachers measure achievement in the cognitive and affective domains? (p. 309)
206. Who in English education has attempted to develop measurable statements of cognitive and affective objectives in English? (pp. 309-310)
207. What is the Tri-University Project, Representative Performance Objectives for High School English?
208. Outline the check list, p. 311, that would aid a teacher in observation.

209. What are some cautions for the planning of a teaching unit or course of study? (p. 314)
210. Explain task analysis? (p. 314)
211. Where has this approach been most extensive? (p. 314)
212. What is the value of the task analysis approach?
213. Explain the table of specifications as an approach to evaluation. (p. 315)
214. How does the teacher construct a table of specifications? (p. 315)
215. What is in Alan G. Purves' table for literature? (p. 315)
216. The authors say that once completed, the matrix provides a model of the course objectives. Afterwards the teacher may determine which should have the greatest stress. What is the main difference between a table of specifications and a task analysis? (p. 316)
217. How do parents and administrators view grades?
218. What do grades reflect? (p. 317)
219. How important is it to discuss the grading system with students? (p. 318)
220. List some of these ways to involve students in the evaluative process. (pp. 318-319)
221. What does research show about teacher biases in evaluating students? (p. 320)
222. What is the big problem here? (p. 320)
223. What else is in the way of a teacher's doing the best he can in evaluation? (p. 320)
224. List the questions a teacher may ask himself as he attempts to evaluate students. (p. 321)

Chapter 10 A Code for Prospective Teachers

225. What is the present criticism leveled at schools? (p. 327)
226. What movement has been rocking the schools? (p. 327)
227. What is a perennial teaching problem? (p. 328)
228. Does that change the fact that humanities as well as other disciplines are the bedrock of education?
229. What is the newer role for the teacher? (p. 328)
230. What are the extremes in courses of action? (p. 329)
231. Are all teachers of English alike? Or should they be?

*Appendix A One Hundred Junior Novels

232. Be sure to read through these and use the list as a resource when you select books for student reading. (pp. 331-340)

Appendix B One Hundred Short Films

233. Use this list as a resource too in the selection of films for the classroom. (pp. 341-351)

Appendix C Eighteen Thematic Unit Ideas

234. Read through these ideas for unit building. (pp. 352-364)

Appendix D Twenty Sample Activity Cards

235. Check these for activity ideas. (pp. 365-377)

Chapter 1

1. What are the "Ingredients of Professionalism" as listed pp. 4 and 5?
2. How do you react to Tom Barton's statement titled, "We Need Teachers Who Do What They Expect Kids to Do"? (pp. 6 and 7)
3. What do the editors list as the four major movements that represent recent change? (pp. 7 and 8) Discuss each briefly.
4. What is listed as recent emphases in the English curriculum? (pp. 8-10)
5. What do specialists predict for the future of English teachers? (p. 10)

Chapter 2

6. What were the four points (wishes) raised when the book's authors talked with students?
7. Name several books that deal with the future which help us understand specific problems of young people today? (pp. 19-20)
8. What is responsible for the devaluation of the work ethic among young people today? (pp. 20-21)
9. What are some of the "perversions" said to be passed on to the young? (p. 21)
10. List and discuss some methods for getting to know students (pp. 22-23).
11. Notice the list of books, pp. 23-24, that have been popular with students.
12. Read the statement, p. 25, beginning with "Out of necessity. . ." and discuss its implications.
13. List and discuss the guidelines laid out for teachers, pp. 25-28.

Chapter 3

14. What is the benefit of the questions on p. 34 before the teacher starts planning?
15. Read through questions, p. 36, that were used at Portland, Oregon's John Adams High School that were posed as teachers began to work with purposes and objectives.
16. What three kinds of objectives are explained? (pp. 37-38)
17. Summarize the attitudes the authors hold on behavioral objectives.
18. What does Carl Rogers suggest for the best teaching? (p. 41)
19. What does Rogers' ideas imply for teacher objectives?
20. How important is the classroom environment? Note the Flanders system code for classroom talk (p. 44).
21. Carl Rogers lists qualities of teachers on p. 46 that tend to promote a healthy psychological environment in the classroom. Read and comment on these.
22. What are the five principles listed on p. 47 to be used as a planning guide. Discuss each.
23. What are some variables to consider while planning? (pp. 48-54)
24. List the most common classroom activities of teachers? (p. 52)
25. List steps for advance planning. (pp. 53-54)
26. Read through the planning procedures listed on pp. 54-55.
27. Examine the Systems Approach Model, p. 56, noting the example following (pp. 56-58). Do you think the Systems approach has any advantages over another?
28. What happens if a teacher does not plan well or is haphazard in the planning?
29. How important is it to do course planning?
30. What goes into unit planning? (p. 61)
31. See ideas for units, Appendix C.
32. What about commercially prepared units and packaged materials? Do they have any shortcomings? (p. 62)
33. What does competency in planning involve? (p. 62)

APPENDIX K: AN OVERVIEW OF THE 1976-77 FOLLOW-UP
STUDY ON GRADUATES OF THE OCE
SECONDARY TEACHER PREPARATION PROGRAM

Teaching Research Division, Oregon
State System of Higher Education

Del Schalock
Cynthia Yee
Jan Steger

Oregon College of Education

Richard Berg
JoAnn Brandhorst
Willard Burke
Joseph Caligure
Daniel Cannon
Ernie Cummins
Don Duncan
James Ellingson
Marcelene Ling

Robert Main
Ronald Morgall
Ken Myers
Muriel Nilsen
Al Redsun
Peter Stone
Linda Tanner
Vern Utz
Montana Walking Bull

Prepared For Review By
The President, The Dean of Faculty
And Department Chairmen

October 26, 1977

TABLE OF CONTENTS

	Page
THE SAMPLE OF GRADUATES STUDIED	1
DATA COLLECTED IN THE STUDY	2
ILLUSTRATIVE RESULTS	
Competence In The Performance Of General Teaching Functions . .	3
Competence In The Performance Of General Teaching Functions, By Content Area	7
Competence In The Performance Of Specific Teaching Functions, By Content Area	8
Interpersonal Relationships, Leadership Ability And Professional Involvement	9
Attitudes Toward Teaching And Being A Teacher	11
Perceived Contribution Of The OCE Secondary Program To The Performance Of General Teaching Functions	14
Perceived Strengths And Weaknesses Of The OCE Secondary Program Generally	15
Perceived Contribution Of Selected Courses To The Mastery Of Teaching Strategies And Skills	19

THE SAMPLE OF GRADUATES STUDIED

A stratified-random sample of thirty-four first year teachers who were graduates of the secondary program, and teaching within a hundred mile radius of the OCE campus, were asked to take part in the study. The sample was stratified on the basis of subject matter specialization. Using the number of graduates from each subject matter area during 1975-76 as the basis for calculating sample size, a 29 percent sample of all graduates placed in teaching positions for the school year 1976-77 was drawn for purposes of the study (34 from a total of 117 employed graduates). Placement records indicate approximately 56 percent of all the secondary graduates were in teaching positions. The initial sample drawn for the study is shown in Figure 1.

Art	Biology	Health & Phys. Ed	Humanities	Math	Music	Physical Science	Social Studies
(4)	(2)	(6)	(5)	(3)	(3)	(5)	(6)

Figure 1. The sample design for the 1976-77 follow-up study of first year teachers who were graduates of the OCE secondary teacher preparation program.

Two of the graduates contacted declined to take part in the study, but the study was implemented so late in the year that replacements were not able to be added. The final sample of graduates studied is shown in Figure 2. The percentages listed reflect the proportion of the graduates prepared in a particular subject area and employed as teachers during the 1976-77 school year that were represented in the sample.

Art	Biology	Health & Phys. Ed	Humanities	Math	Music	Physical Science	Social Studies
(3) 38%	(2) 67%	(5) 23%	(5) 28%	(3) 60%	(3) 38%	(5) 100%	(6) 32%

Figure 2. The final sample of first year secondary teachers included in the 1976-77 follow-up study, and the proportion each sub-sample represents of first year graduates who were teaching.

DATA COLLECTED IN THE STUDY

Six major sets of data were collected in the study:

- A judgment by the principal of leadership, interpersonal competence, and professional involvement by the OCE graduate in relation to other teachers in the school in which they were teaching;
- A judgment by the graduate, the graduate's principal, and the OCE observer as to the graduate's competence in the performance of particular teaching functions, including performance in conveying the content of their particular disciplines;
- A judgment by the graduate, the graduate's principal, and the OCE observer as to the difficulty of the graduate's school setting as a context in which to teach;
- A judgment by the graduate and the graduate's principal as to the graduate's attitudes toward teaching and being a teacher;
- A judgment by the graduate as to the contribution of the OCE secondary teacher preparation program to his/her present level of competence; and
- The perception of both the graduate and the graduate's principal of the strengths and weaknesses of the preparation program at OCE, and recommendations for its improvement.

Two additional sets of data were collected by the OCE observer:

- A judgment from the graduate as to the "typicality" of the teaching setting during the time of the OCE faculty member's observation; and
- Interpretive comments about the graduate's performance as a teacher by the OCE observer on the basis of casual observations or discussions with students and/or colleagues during the course of the visitations.

COMPETENCE IN THE PERFORMANCE OF GENERAL TEACHING FUNCTIONS, AN OVERVIEW

Three independent judgments as to the competence of OCE graduates in the performance of designated teaching functions were obtained in the study: one by the OCE observer; one by the graduate; and one by the graduate's principal. The OCE graduates and their principals also provided ratings of the ability of graduates to convey to students the content of the subject areas being taught. All ratings were based on a 1 to 7 point scale, ranging from incompetent as a teacher (1) through generally competent (4) to unsurpassable as a teacher (7).

Using these data an analysis was made of the competence of the sample as a whole. Following this analysis a variety of sub-analyses were made on dimensions of the sample where differences in competence might be expected, for example, the size of the school in which the graduate was teaching. Ratings provided by the OCE observer and the graduate's principal were combined for these analyses; the OCE graduate's ratings were used separately.

An overview of the competence of the graduates studied in performing general teaching functions is provided in Figure 3. On the basis of these data, and the variety of sub-analyses performed on them, the following conclusions seem justified:

- Most of the OCE graduates were perceived by the OCE observer and their principals as solidly competent teachers. Only one graduate was perceived by both the OCE observer and his principal as being consistently incompetent in the performance of the various teaching functions assessed. Usually any lack of competence judged in the graduate's performance as a teacher appeared only in one or two of the competency areas assessed.

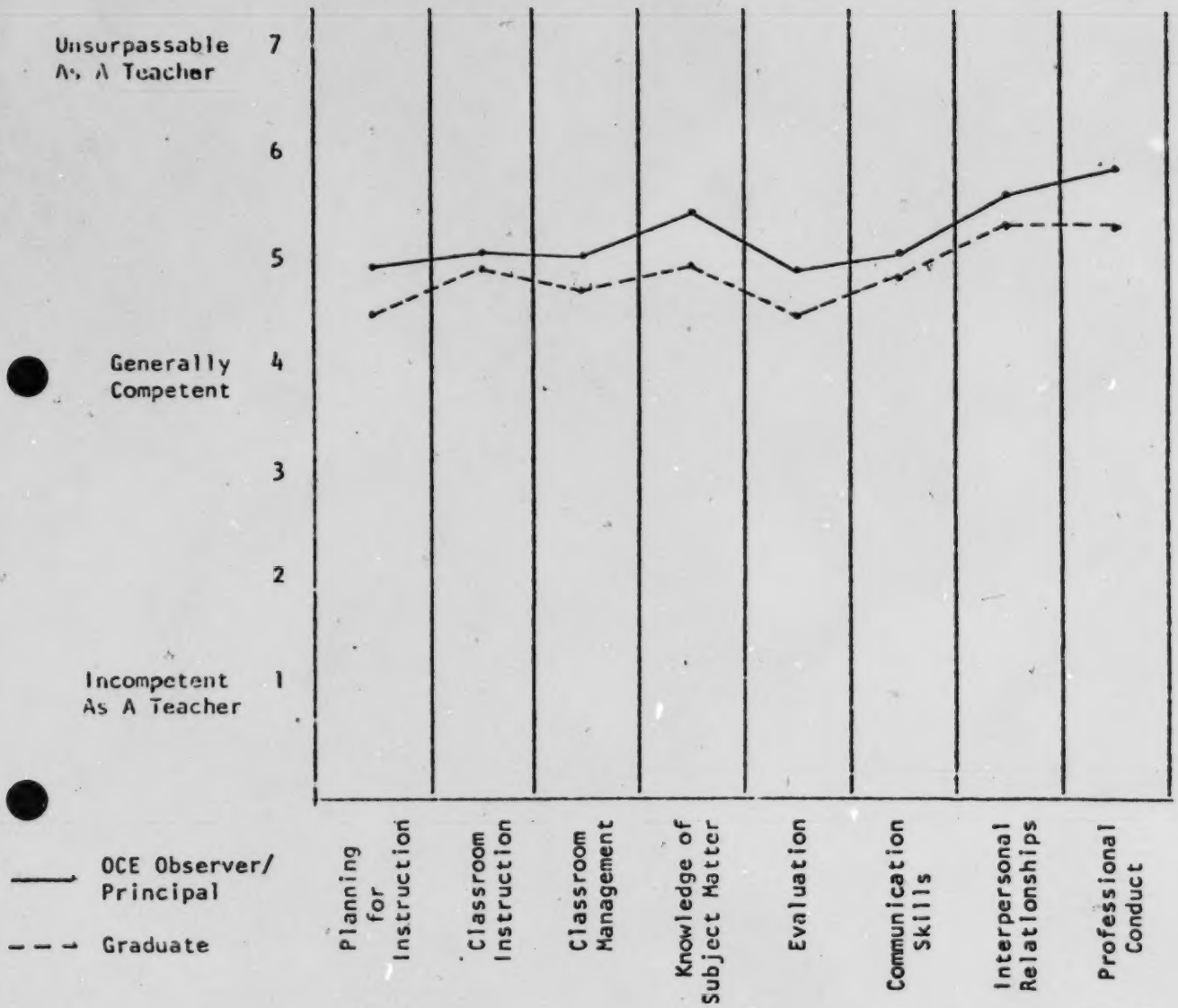


Figure 3. The competence of the sample as a whole in performing designated teaching functions

- In general, the graduates viewed themselves as being slightly less competent as teachers than did the OCE observer and their principals. This was the case across all teaching functions.
- In general sub-analyses for teaching assignment, school size and school setting showed few differences. When judged by the OCE observer and the graduate's principal competence in the performance of only one teaching function varied appreciably for graduates in high school and non-high school assignments, that of Interpersonal Relationships. Graduates teaching in high schools were judged generally to be more competent in this regard than graduates teaching in non-high school settings. Some differences also appeared when graduates were categorized by the size of the schools in which they were teaching and the rural-urban settings of the schools. Graduates teaching in urban settings were viewed as being more competent in Evaluation than those in rural settings, and graduates in large schools were perceived as having better Communication Skills and Interpersonal Relationships than those in small schools. The data from these analyses are summarized in Appendix A.

The number of graduates studied in the sample that were judged to be less than competent in the performance of general teaching functions is summarized in Table 1. Profiles comparing the competence of the 5 strongest and 5 weakest graduates studied in the sample appear as Figure 4.

Table 1. Number Of Graduates Studied In The Sample Judged To Be Less Than Competent

COMPETENCE ASSESSED	RATER		
	OCE Observer	Principal	Graduate
Planning For Instruction	3	1	6
Classroom Instruction	4	3	3
Classroom Management	3	2	3
Knowledge of Subject Matter	3	1	2
Evaluation	2	2	5
Communication Skills	2	3	2
Interpersonal Relationships	3	2	0
Professional Conduct	0	0	1

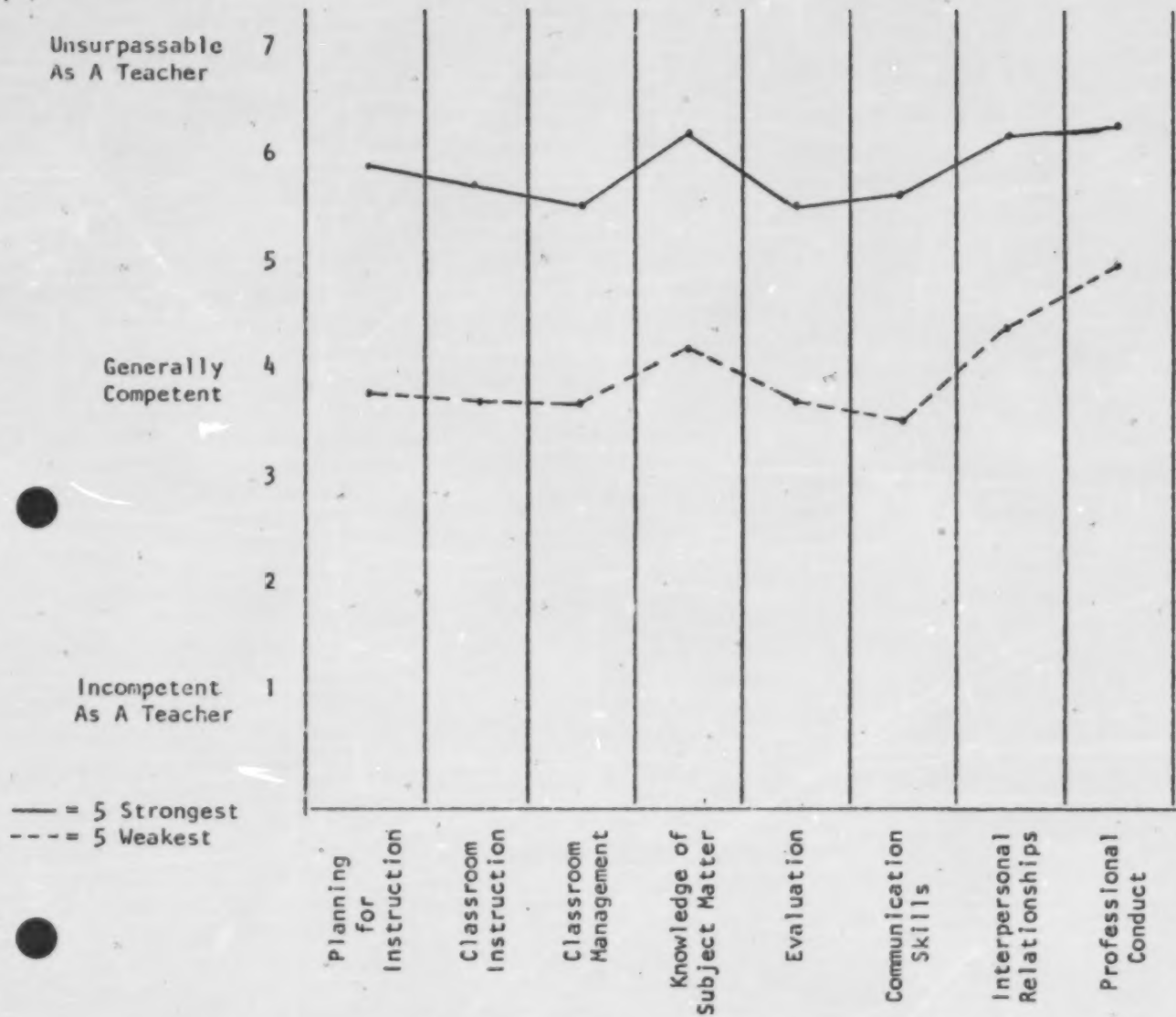


Figure 4. A general competency profile for the five strongest and the five weakest graduates studied in the present sample so far as the performance of teaching functions is concerned, when competence is rated by the OCE observer and the principal.

COMPETENCE IN THE PERFORMANCE OF GENERAL TEACHING FUNCTIONS, BY CONTENT AREA

Competence in the performance of designated teaching functions were analyzed separately for graduates teaching in the various subject areas. These data are presented in graphic form, by content area, on the pages that follow. Mean scores, by content area, are presented in Table 2. In both presentations the ratings of competence provided by the OCE observer and principal have been combined.

On the basis of the data presented in Table 2 graduates teaching in the areas of HUMANITIES, MUSIC, BIOLOGY, MATHEMATICS and SOCIAL SCIENCE appear to be the most competent generally, while graduates teaching in ART, HEALTH/PHYSICAL EDUCATION, and PHYSICAL SCIENCE appear to be the least competent. These differences are not great, however, and as evident from the graphs appearing on pages 7a-h, the sample of graduates studied from each subject area were judged as a whole to be competent as teachers.

In viewing the graphs it also will be seen that graduates in each subject area tend to judge themselves lower as to competence than they are judged by the OCE observer and principal. Graduates teaching in the areas of ART and PHYSICAL SCIENCE were exceptions in this regard, however, for they tended to judge themselves as being more competent.

Table 2. Mean Scores For The Combined Ratings Of The OCE Observer And Principals As To The Competence Of OCE Graduates In The Performance Of General Teaching Functions

CONTENT AREA	MEAN
Humanities	5.63
Music	5.58
Biology	5.56
Math	5.47
Social Science	5.42
Physical Science	4.78
Health/Physical Education	4.67
Art	4.49

-7a-

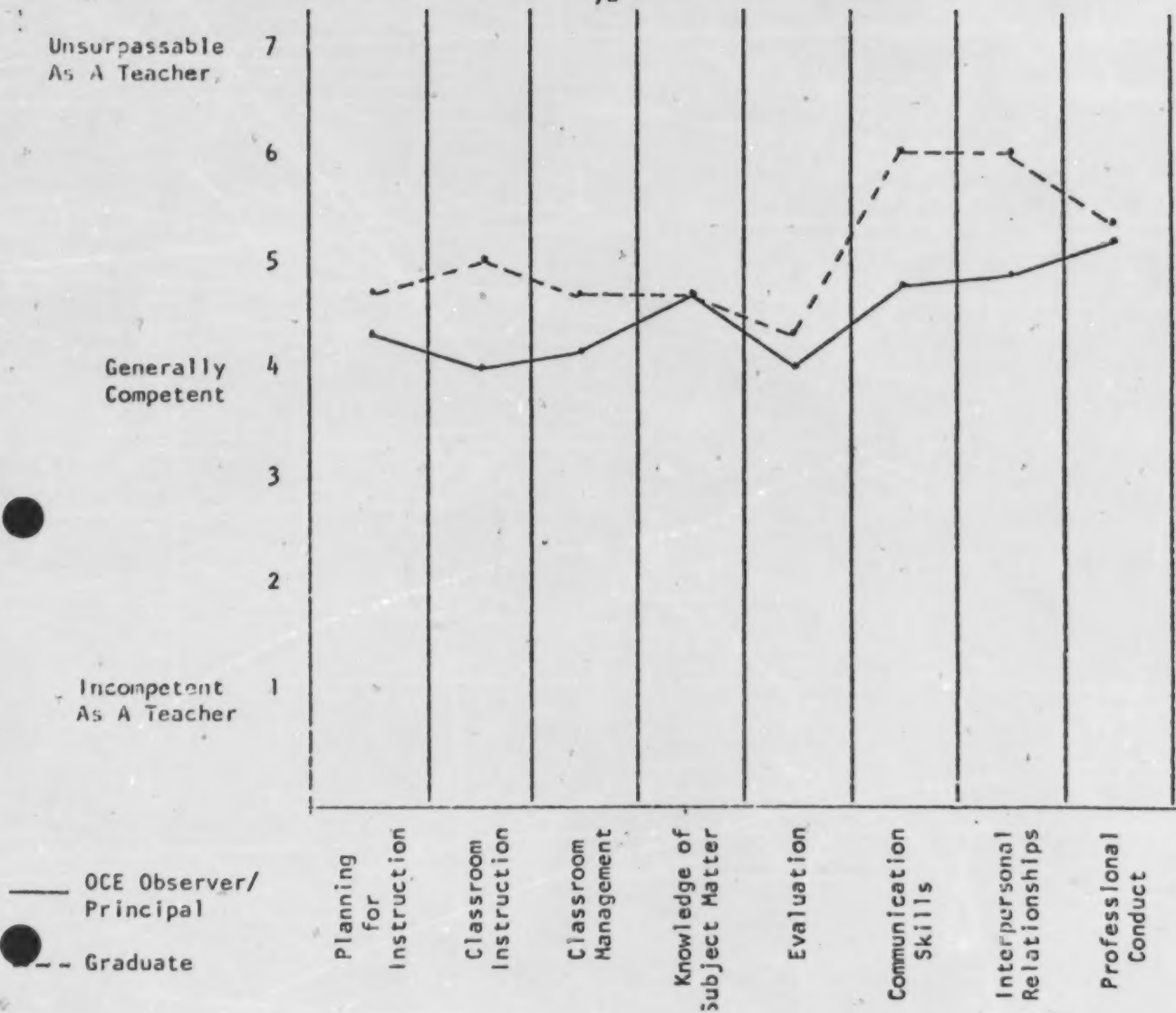


Figure 5a. Competence in the performance of general teaching functions by graduates who majored in ART (N=3), as perceived by the graduate and by the OCE observer and graduate's principal

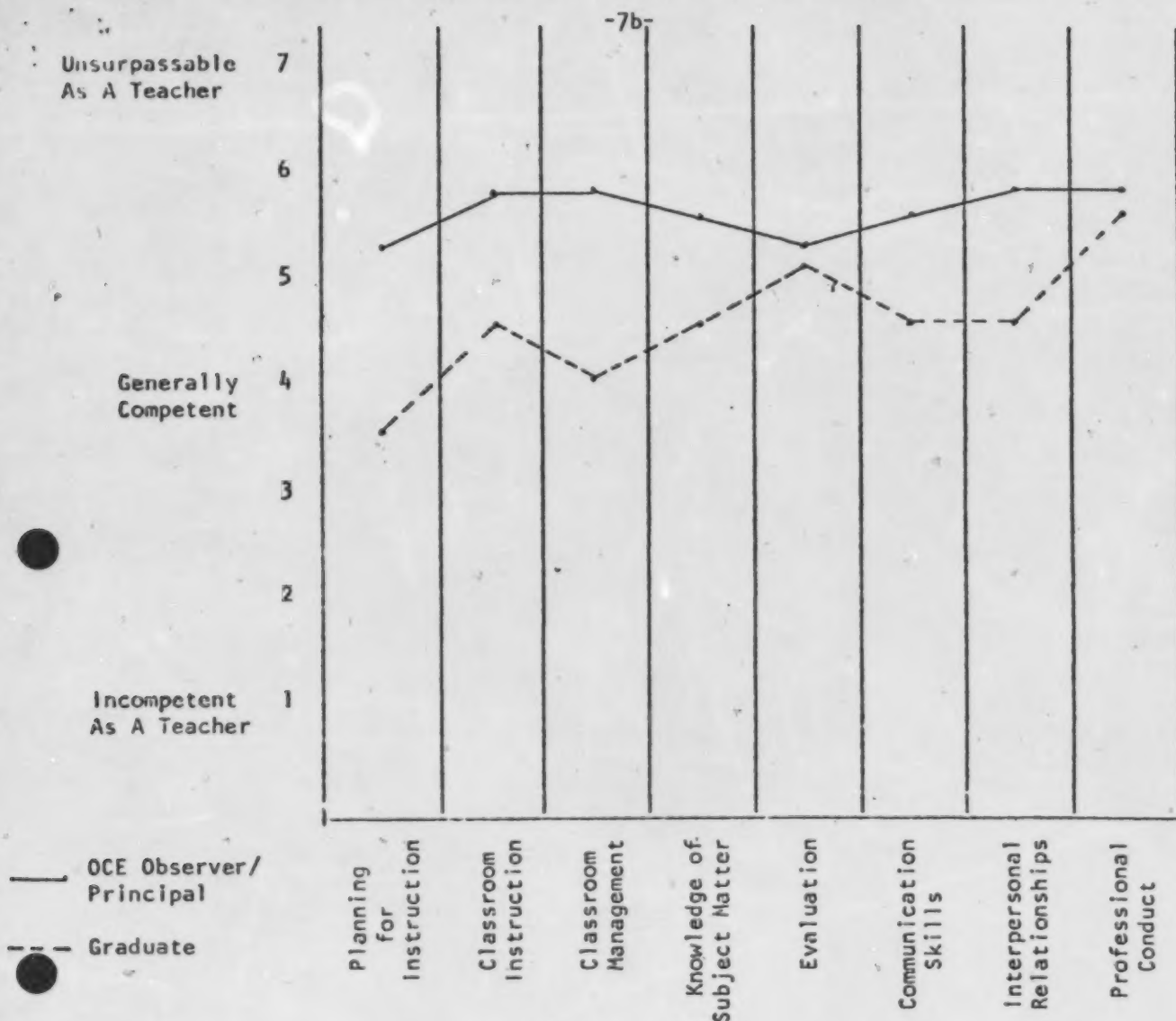


Figure 5b. Competence in the performance of general teaching functions by graduates who majored in BIOLOGY (N=2), as perceived by the graduate and by the OCE observer and graduate's principal

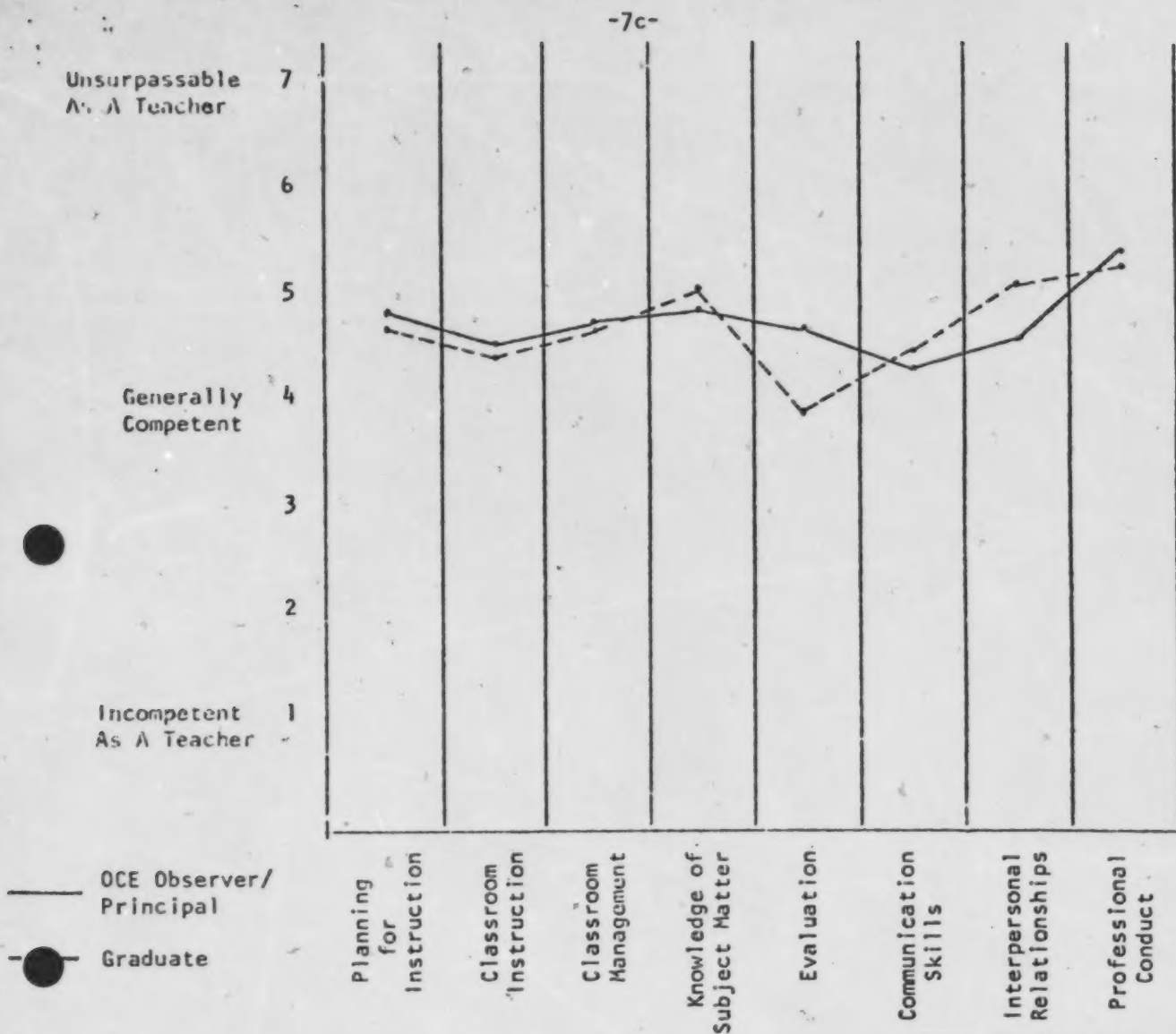


Figure 5c. Competence in the performance of general teaching functions by graduates who majored in HEALTH/PHYSICAL EDUCATION (N=5), as perceived by the graduate and by the OCE observer and graduate's principal

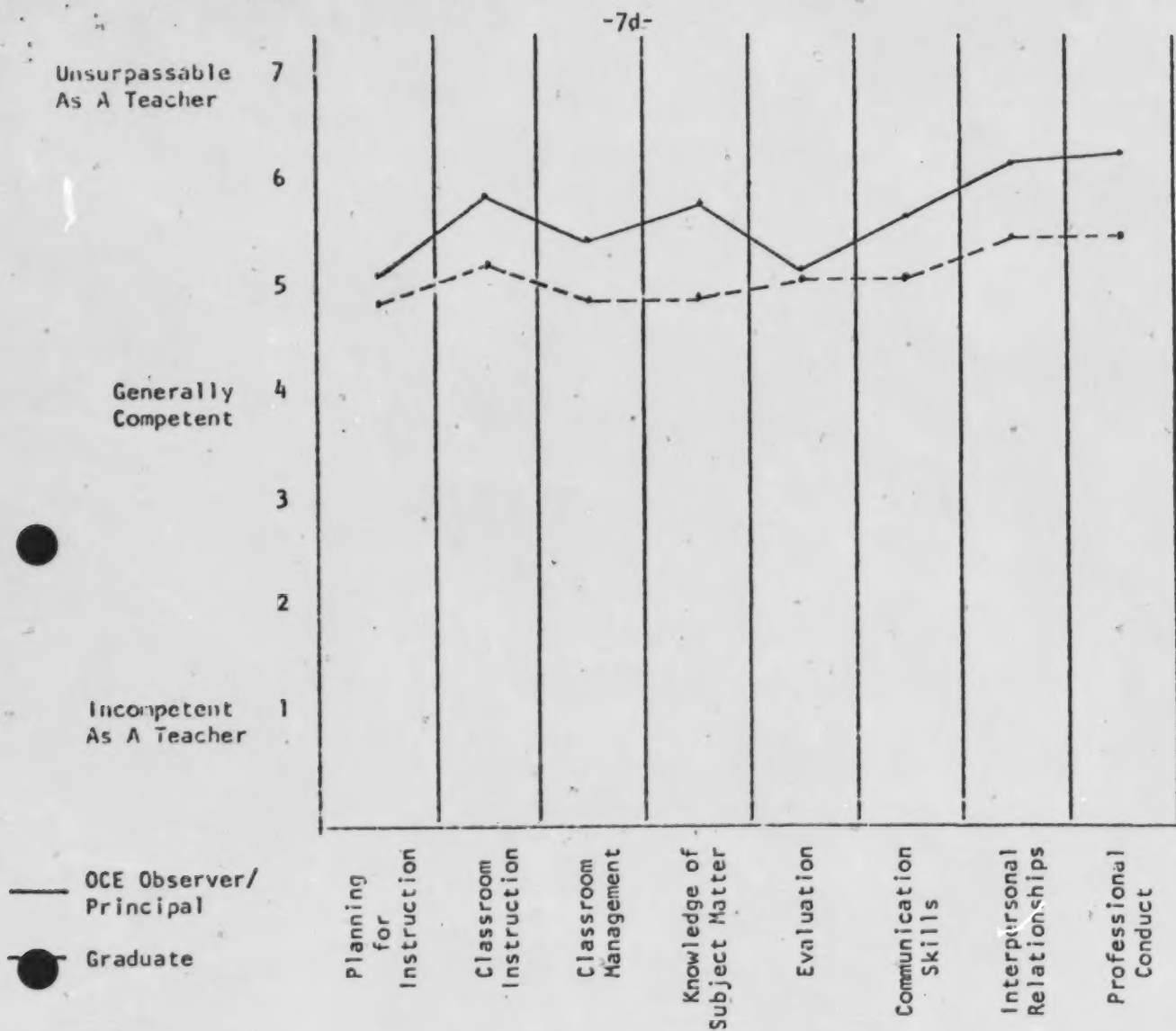


Figure 5d. Competence in the performance of general teaching functions, by graduates who majored in HUMANITIES (N=5), as perceived by the graduate and by the OCE observer and graduate's principal

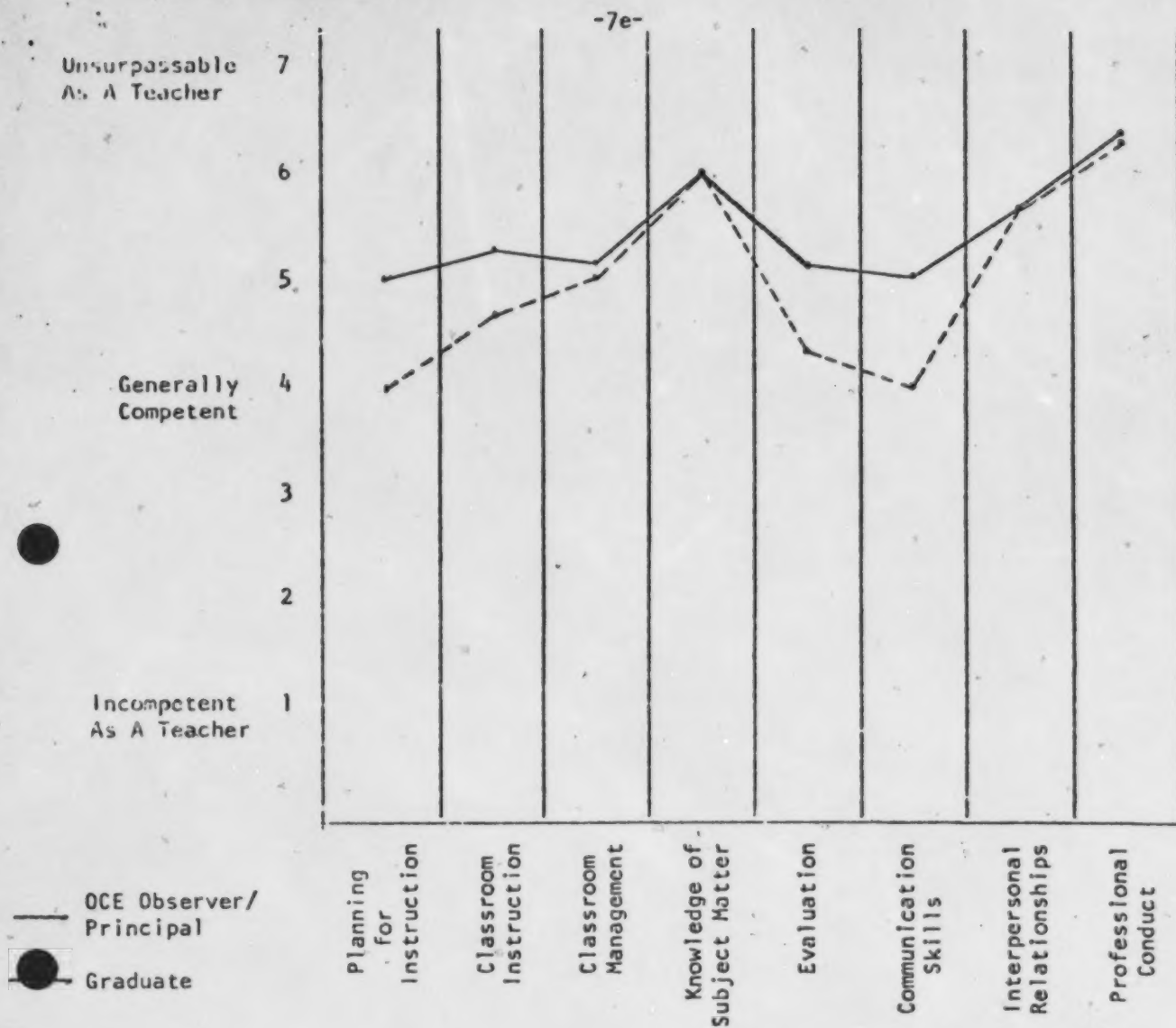


Figure 5e. Competence in the performance of general teaching functions by graduates who majored in MATH (N=3), as perceived by the graduate, and by the OCE observer and graduate's principal

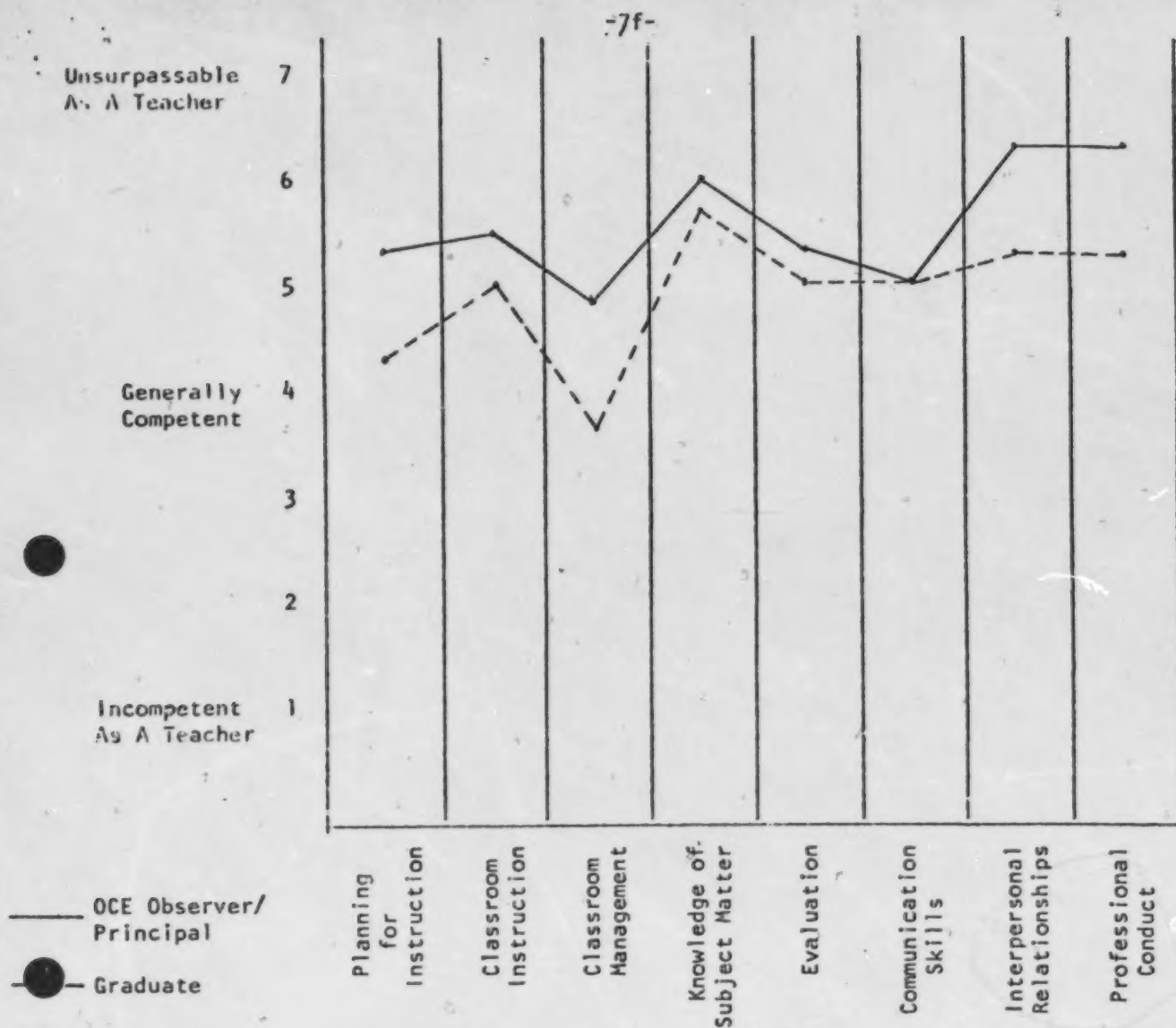


Figure 5f. Competence in the performance of general teaching functions by graduates who majored in MUSIC (N=3), as perceived by the graduate and by the OCE observer and graduate's principal

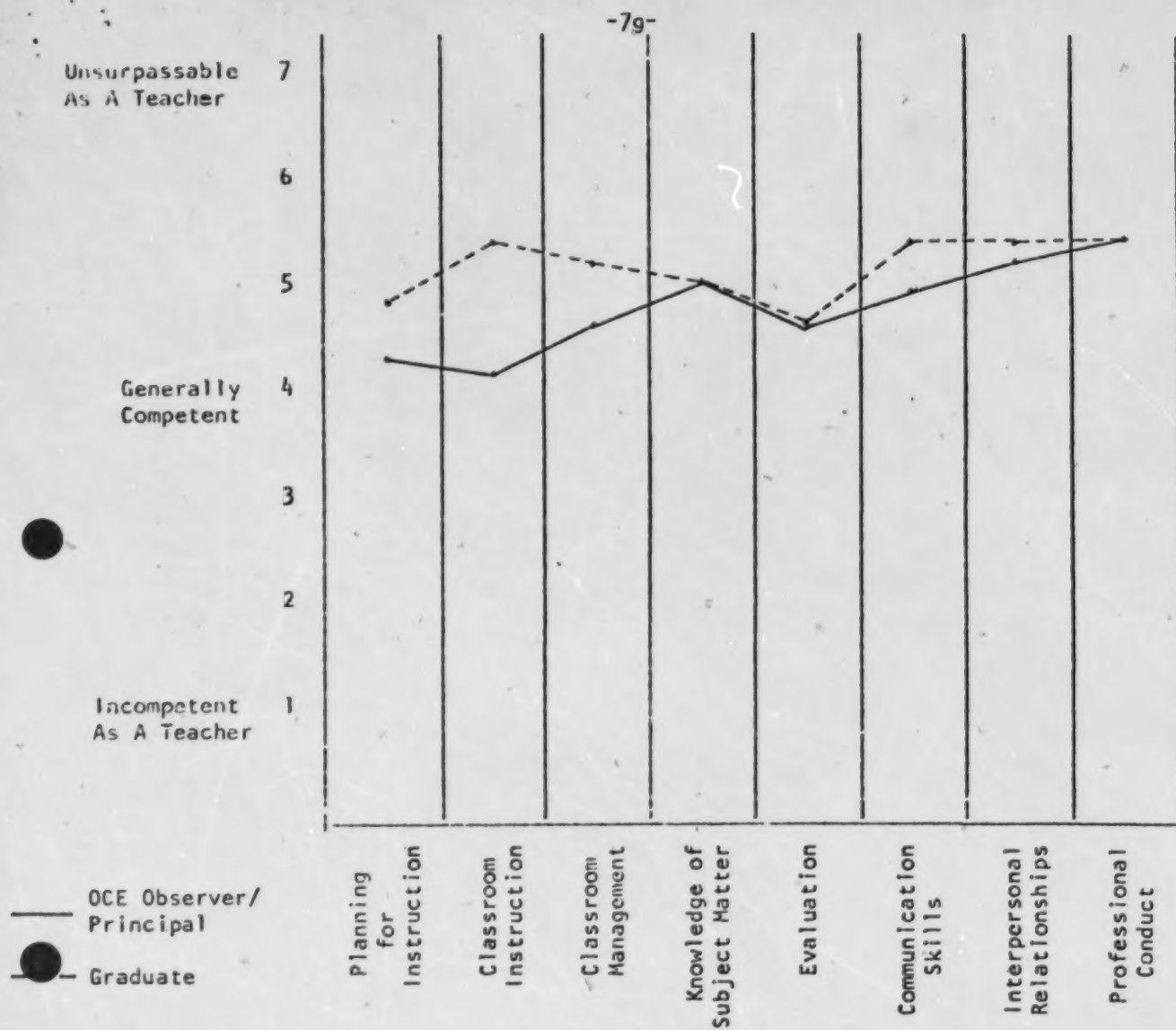


Figure 5g. Competence in the performance of general teaching functions by graduates who majored in PHYSICAL SCIENCE (N=5), as perceived by the graduate and by the OCE observer and graduate's principal

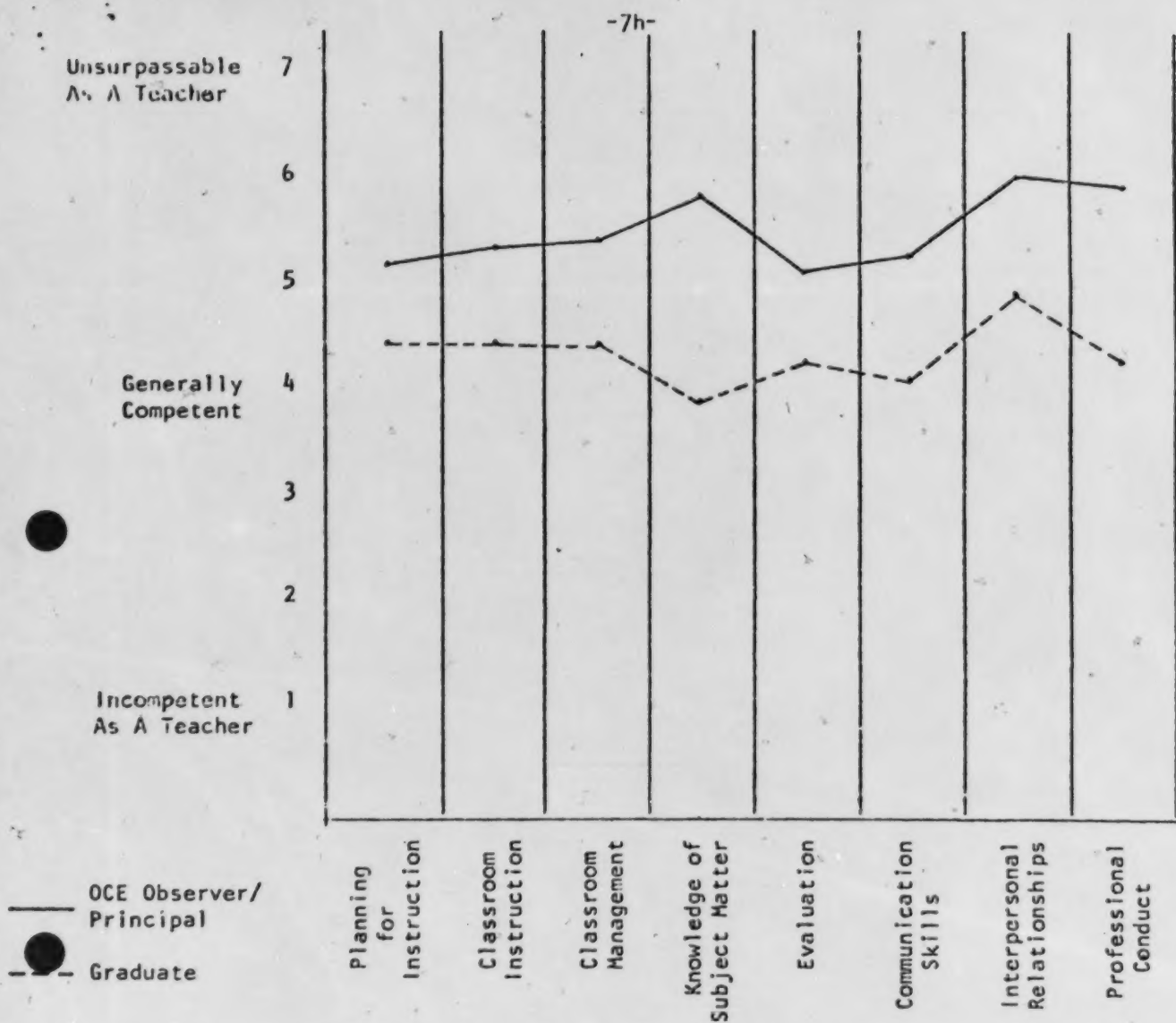


Figure 5h. Competence in the performance of general teaching functions by graduates who majored in SOCIAL SCIENCE (N=6), as perceived by the graduate and by the OCE observer and graduate's principal

COMPETENCE IN THE PERFORMANCE OF
SPECIFIC TEACHING FUNCTIONS, BY CONTENT AREA

Judgments as to competence in the performance of content specific teaching functions also were obtained in the study, but only from the graduates and their principals. These data are presented in tabled form, by content area, in the pages that follow. Sub-analyses were not run on these data since the number of graduates included within the sample in any one content area was so small as to make such analyses meaningless.

Generally speaking the graduates were judged by their principals to be as competent in the performance of content specific functions as they were the more general teaching functions.

Graduates' ratings of their own competence in performing content specific teaching functions continued to be lower, on the average, than the ratings of their principals.

Table 3a. The Ability Of Graduates Who Majored In Art At OCE To Carry Out The Functions Expected Of An Art Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate			BY GRADUATES Graduate		
	A	B	C	A	B	C
1. Counsel students on the availability and possibilities of continuing art courses in high school	-	-	5	5	4	7
2. Counsel students on the availability and possibilities of continuing post-secondary art	-	-	-	5	3	5
3. Provide studio activities as well as lecture or seminar offerings reflecting a deliberate integration of art history and criticism	-	-	6	5	3	4
4. Encourage students to seek out comparative relationships between contemporary design and design of the past	-	-	6	4	4	4
5. Encourage students to reflect his/her unique personal qualities in his/her work	-	6	6	5	5	6
6. Provide opportunities for students to discuss art in order to make judgments about themselves in relationship to their environment	-	-	6	4	3	4
7. Instruct directly toward clearly stated objectives in art education	-	5	6	4	5	5
8. Provide instructional activities that show evidence of careful planning and preparation	-	5	6	5	6	5
9. Assist students in planning, conducting and evaluating their art experiences	-	6	6	4	4	6
10. Provide instructional activities that are adapted to individual and group needs, interests and abilities	-	5	6	5	3	6
11. Plan field trips to places that are significant in the field of art	-	5	6	4	5	5
12. Participate in a knowledgeable fashion in curriculum decision making in the school and/or district	-	5	6	5	6	4
13. Know why participation in professional organizations is important to me and to the field of art in general	-	-	6	5	5	5
14. Use available resources in this community to enrich my classes	-	5	6	3	5	4

-8a-

Table 3b. The Ability Of Graduates Who Majored In Biology At OCE To Carry Out The Functions Expected Of A Biology Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate		BY GRADUATES Graduate	
	*A	B	A	B
1. Ascertain the previous science experiences of my students	-	5	-	5
2. Provide learning activities at the proper level for my students	-	6	-	6
3. Utilize investigative and inquiry techniques	-	6	-	4
4. Provide instructional activities in the major content areas of modern biology laboratories	-	5	-	5
5. Provide instructional activities in the content as related to other academic areas	-	5	-	3
6. Provide instructional activities in the content as related to vocational possibilities	-	4	-	4
7. Provide instructional activities in the content as related to relevant aspects of the lives of the students	-	5	-	4
8. Utilize media	-	5	-	6
9. Plan and prepare efficiently	-	5	-	3
10. Keep up with modern developments sufficient to meet teaching needs	-	6	-	3

* Graduate A majored in Biology, however, the graduate and graduate's principal filled out the Physical Science form when evaluating the competencies.

Table 3c. The Ability Of Graduates Who Majored In Health At OCE To Carry Out The Functions Expected Of A Health Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate A	BY GRADUATES Graduate A
1. Assist students in developing individual responsibility for their personal and community health	5	5
2. Assist students in recognizing the influence of one's values on one's health behavior	5	5
3. Assist students in appraising and selecting health services	-	4
4. Provide a variety of instructional activities and techniques so students can understand their role in value clarification, interpersonal relationships and human sexuality, etc.	6	6
5. Critically evaluate health information	5	4
6. Provide instruction so students can recognize and understand the importance of preventive as well as remedial action in health	5	5
7. Instruct directly toward clearly stated objectives in health education	5	5
8. Provide instructional activities that are adapted to individual and group needs, interests and abilities	5	4
9. Able to select and find resources and instructional materials in health education	6	4
10. Discuss controversial issues in an atmosphere of free inquiry	-	4

-8c-

Table 3d. The Ability Of Graduates Who Majored In Humanities At OCE To Carry Out The Functions Expected Of A Humanities Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate					BY GRADUATES Graduate				
	A	B	C	D	E	A	B	C	D	E
1. Provide information about the language, such as structure and syntax, and opportunities for students to improve in their effective use of language both in written and oral communication	6	6	5	6	5	5	6	-	4	4
2. Provide for a continuous program for the improvement of spelling, punctuation, and manuscript form	6	5	4	6	5	5	6	-	3	4
3. Provide instructional activities in vocabulary study that are correlated with students' experience in speaking, writing and reading activities	6	4	6	6	5	6	4	-	4	4
4. Provide learning opportunities for students in the characteristics and richness of the literature of various ethnic groups	6	5	-	5	4	6	5	-	5	3
5. Synthesize and present materials that aim to make students aware of the major themes and ideas that prevade great literature from many times and places	5	6	-	6	5	6	6	-	5	4
6. Provide instructional activities that emphasize appreciation and an enjoyment of literature as well as a knowledge and appreciation of mass communications in non-print media	6	4	5	6	4	6	4	-	5	4
7. Provide writing experience activities which include narration, description, exposition, and argumentation as well as appropriate combinations of these	6	6	6	5	5	4	6	-	4	4
8. Provide instructional activities for remedial work in composition and reading as needed	6	5	-	5	5	3	4	-	2	3

-pg-

Table 3e. The Ability Of Graduates Who Majored In Math At OCE To Carry Out The Functions Expected Of A Math Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate			BY GRADUATES Graduate		
	A	B	C	A	B	C
1. Present instructional activities that are directed toward clearly formulated, comprehensive objectives in mathematics	4	-	6	5	5	6
2. Provide instructional activities that emphasizes student understanding of content	4	-	6	4	5	5
3. Provide instructional activities in cultural and scientific uses of mathematics	5	-	-	4	3	6
4. Provide information for students about professional and vocational opportunities in mathematics	5	-	-	4	2	6
5. Assist counselor in advising students about mathematics and helping students select a program of study which best meets his/her needs	5	-	5	5	5	6
6. Provide drill activities that are meaningful to students	3	-	6	5	3	6
7. Provide learning activities that utilize a variety of instructional aids	4	-	7	3	2	6
8. Provide learning activities that utilize discovery techniques and laboratory methods	4	-	-	3	2	4
9. Write measurement items that evaluate both understanding and skill	4	-	7	4	4	6
10. Write measurement items that can be used for diagnostic purposes	3	-	7	3	4	6

-8e-

Table 3f. The Ability Of Graduates Who Majored In Music At OCE To Carry Out The Functions Expected Of A Music Instructor

COMPETENCIES RATED	BY PRINCIPAL			BY GRADUATES		
	Graduate A	B	C	Graduate A	B	C
1. Provide students with skills in reading and performing musical materials appropriate to their grade level	-	6	5	4	6	5
2. Relate mechanical performance skills to music history in its social context through analysis and commentary regarding performed materials	-	6	4	4	7	6
3. Relate instructional activities to musical materials of the various ethnic groups in the community as well as to major ethnic groups who make up the population of our country	-	5	5	5	-	6
4. Provide musical materials and media explanation of them which will enable both performing and non-performing students to develop their aesthetic perceptions and discrimination regarding music of all styles and periods	-	6	4	4	6	6

-8f-

Table 3g. The Ability Of Graduates Who Majored In Physical Education At OCE To Carry Out The Functions Expected Of A Physical Education Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate				BY GRADUATES Graduate			
	A	B	C	D	A	B	C	D
1. Demonstrate understanding and ability in using methods and techniques of teaching	6	-	-	-	5	4	6	6
2. Instruct directly toward clearly stated objectives in physical education	6	-	-	-	4	-	6	4
3. Identify the principles of the kinesiological basis for human movement and make application of these principles to develop human movement patterns in: (1) team sports; (2) individual sports; (3) rhythmic activities; (4) gymnastics; and (5) aquatics	6	-	-	-	4	5	6	6
4. Identify the educational needs of students based on the anatomical, physiological, psychological, and sound needs of growing and developing students	6	-	-	-	5	5	6	5
5. Select specific curricular experiences based on the results of continuous evaluation of students in terms of objectives	6	-	-	-	4	3	6	4
6. Individualize the curriculum so each student can perform and learn continuously at an appropriate rate of progress	6	-	-	-	4	4	6	5

Table 3h. The Ability Of Graduates Who Majored In Physical Science At OCE To Carry Out The Functions Expected Of A Physical Science Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate						BY GRADUATES Graduate					
	*A	B	C	D	E	F	A	B	C	D	E	F
1. Possess sufficient subject matter preparation in the area of specialization	5	6	5	5	6	5	4	5	7	4	5	4
2. Plan adequately for the presentation of science subject matter	5	5	6	6	6	6	4	4	7	4	4	4
3. Provide learning activities that build upon previously acquired science background of students	4	4	-	6	4	5	4	3	6	4	5	5
4. Provide learning activities which emphasize the discovery approach	5	4	5	4	5	4	5	5	6	3	4	5
5. Utilize properly the scientific apparatus available in the school	5	6	5	6	4	6	5	5	7	4	2	6
6. Provide for differences in ability of students	4	4	5	4	4	4	4	2	6	4	4	5
7. Maintain existing laboratory equipment and supplies, keep inventory, and place orders for additional equipment as funds permit	4	7	-	-	4	6	3	4	7	4	1	6
8. Know sources of media materials and know how to use media equipment in the classroom	5	5	-	5	5	6	4	6	7	4	6	4
9. Keep up-to-date with participation in professional organizations, in reading, literature, and in studying subject matter appropriate to level of preparation	5	4	-	5	5	5	2	3	6	3	3	4
10. Relate the various science courses to complex problems such as those dealing with resources and environment	5	4	-	5	5	6	4	6	7	4	4	6
11. Build on formal education to improvise my own instruction comments	5	4	-	5	5	5	4	4	7	4	5	5

* Graduate A majored in Biology, but graduate and graduate's principal used a Physical Science form when evaluating competencies.

Table 3i. The Ability Of Graduates Who Majored In Social Studies At QCE To Carry Out The Functions Expected Of A Social Studies Instructor

COMPETENCIES RATED	BY PRINCIPAL Graduate						BY GRADUATES Graduate					
	A	B	C	D	E	F	A	B	C	D	E	F
1. Do careful planning and preparation for instructional activities	5	6	5	7	5	6	5	4	5	4	4	4
2. Give students frequent opportunities for experience in the democratic process	5	6	5	-	5	6	4	5	5	4	4	4
3. Provide a variety of instructional techniques, e.g., panel discussion, lecture, simulation, role-playing, independent study, etc.	6	4	6	6	4	5	6	5	5	4	4	5
4. Provide instruction on how community resources are used to enrich learning experiences	5	3	-	-	4	-	6	3	4	3	4	4
5. Provide learning activities that relate work in social studies to work in other fields	6	5	-	-	5	-	4	3	3	4	5	4
6. Discuss controversial issues in an atmosphere of free inquiry	6	4	5	6	5	6	6	5	5	4	5	6
7. Discuss with students the possibilities of continuing post-secondary social studies study	-	4	-	-	4	-	4	5	2	4	4	4

181

INTERPERSONAL RELATIONSHIPS, LEADERSHIP ABILITY AND PROFESSIONAL INVOLVEMENT

Through a structured interview with each graduate's principal, evaluative data were obtained on the graduate's interpersonal relationships, leadership within the school, and professional involvement. The principal was asked to rate the graduate in relation to others in the building on seven items. The items were.

Interpersonal Relationships

- a. One of the teachers in your building least/most capable of developing rapport with students
- b. One of the teachers in your building least/most likely to handle students with tact and understanding

Leadership Within The School

- c. One of the teachers in your building least/most influential in getting needed things done
- d. One of the teachers least/most prepared to assist with instructional improvement activities, for example, revision of curricula, refinement of competencies required for graduation, refinement of procedures used for assessing student competence
- e. One of the teachers who would least/most represent a loss to your school if he/she were to leave

Professional Involvement

- f. One of the teachers least/most willing to assume after-school responsibilities, for example, meeting with parent-teacher groups, student interest groups, faculty committees
- g. One of the teachers least/most actively engaged in, or encouraging of others to engage in, inservice or some other form of continued professional development

A seven point scale was used in rating all items.

Generally speaking, graduates received good ratings in all three areas. Figure 6. provides a general summary of the ratings. Table 4 provides a more detailed summary.

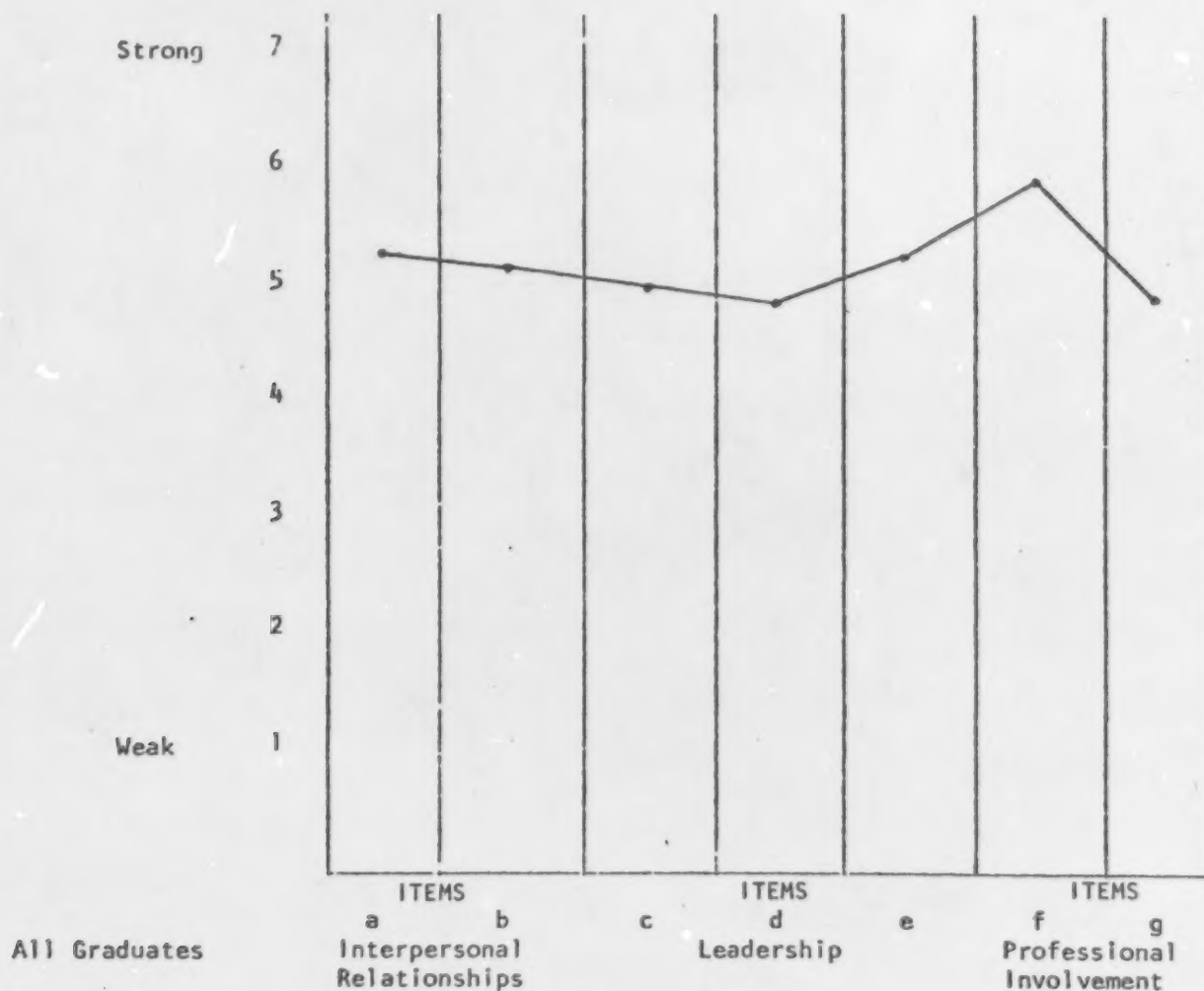


Figure 6. The principals' perception of the graduates standing with respect to other teachers in the building

Table 4. The Distribution Of Ratings By The Principals As To The Graduates' Standing With Respect To Interpersonal Relationships, Leadership Ability And Professional Involvement When Compared To Other Teachers In The Building

CATEGORY	N	PERCENT IN EACH SCALE POSITION								$\bar{X}$
		1	2	3	4	5	6	7		
Interpersonal Relationships (combining items a & b)	64	0	2%	6%	11%	42%	34%	5%	5.16	
Leadership Ability (combining items c,d & e)	91	0	5	3	25	23	38	4	4.99	
Professional Involvement (combining items f & g)	60	0	0	7	17	27	33	17	5.37	
ALL ITEMS	215	0	3%	5%	19%	30%	36%	8%		

Two additional questions were asked of each principal that required only a YES, NO or UNCERTAIN response. These were aimed at obtaining an overall picture of whether the OCE graduate was one of the teachers in the building demonstrating leadership ability, and one of the teachers in the building that was well-liked. A summary of the responses to these questions appear in Table 5.

It will be seen from these data that only twelve of the 32 graduates studied were judged to be exercising leadership in their schools, but 30 of the 32 were perceived as being definitely one of the teachers well-liked within the school.

Table 5. A Summary Of The Responses To The YES/NO Questions Asked Of The Graduate's Principal

ITEM	RESPONSE		
	Yes	No	Uncertain
Is the OCE graduate one of the teachers that is a leader within your school (item h)	12	10	10
Is the OCE graduate one of the teachers that is well-liked within your school (item i)	30	1	1

ATTITUDES TOWARD TEACHING AND BEING A TEACHER

In addition to obtaining judgments as to the competence of the graduates of the secondary program, information was sought with respect to the graduate's attitudes toward teaching and being a teacher. Also, upon completing the on-site visitation, the OCE observer recorded whatever "interpretive comments" were upper-most in mind. Generally these pertained to the graduate's apparent satisfaction or dissatisfaction as a teacher, the response of children and colleagues to the graduate, and the relationship between the graduate and his or her principal. The

data from these various sources are summarized briefly in the paragraphs that follow.

Attitudes

Two questions were asked of each graduate that pertained to their attitudes toward and feelings about teaching:

- Do you feel your performance as a teacher reflects your true capabilities as a teacher, or do you feel that for one reason or another your performance thus far has not been in keeping with your capabilities?
- Are you finding the enjoyment and satisfaction in teaching that you thought you would find when you were still at OCE?

The graduate's principal was asked two questions along these same lines:

- Do you think the OCE graduate is finding enjoyment and satisfaction in teaching?
- How do you think the OCE graduate feels at this point about teaching as a profession?

Table 6. The Attitudes Of The OCE Graduate Toward Teaching And Being A Teacher As Perceived By The Graduate And The Graduate's Principal

QUESTIONS	RESPONSES		
	Yes/Good	No	Uncertain
To The Graduate			
Question #1	21	9	2
Question #2	30	1	1
To The Principal			
Question #1	31	0	1
Question #2	29	0	2

Two graduates cited problems in finding time to do anything but plan lessons and deal with paper work. Other problems cited as interfering with teaching performance included lack of facilities, lack of time due

to coaching or program building responsibilities, lack of preparation in organization and planning, lack of preparation in handling discipline problems or low ability children, and not teaching in primary area of specialization.

Interpretive Comments

Informal, interpretive comments about the OCE graduate were made by other teachers in the building and students in the graduate's classes. Their reactions proved enthusiastically positive and are summarized in Table 7. Comments indicated that graduates consistently were well-liked, cooperative, dedicated and well prepared. The only negative comment reported from another teacher about an OCE graduate related to the graduate's problem in communicating with students, though the students reflected completely positive reactions toward the graduate.

Table 7. Interpretive Comments About The OCE Graduate As Related To The OCE Observer By Other Teachers And Students Of The Graduate

	RESPONSES		
	Positive	Negative	Unsure
Reactions of other teachers to the OCE graduate	15	1	2
Reactions of students to the OCE graduate	19	0	0

PERCEIVED CONTRIBUTION OF THE OCE SECONDARY PROGRAM
TO THE PERFORMANCE OF GENERAL TEACHING FUNCTIONS

At the same time that graduates were asked to judge their competence as teachers they also were asked to judge the extent to which the preparation program at OCE contributed to their present level of competence with respect to the general teaching functions being rated.

Since these judgments were provided only by the OCE graduate there is no way in which their reliability can be determined. Unquestionably they are subjective and general. On the other hand they are reasonably well focused, and they are provided in light of an immediately preceding self-judgment as to competence in the area being rated. They also are of general interest to those responsible for program development at OCE. As a consequence, even though the trustworthiness of the data can never be known, they will be taken at face value in the analyses that follow.

Data coming from the graduates' ratings of OCE's contribution to their present level of competence are profiled for the sample as a whole in Figure 7. Perceived contributions by graduates from particular subject matter departments are profiled in Figures 7a-h.

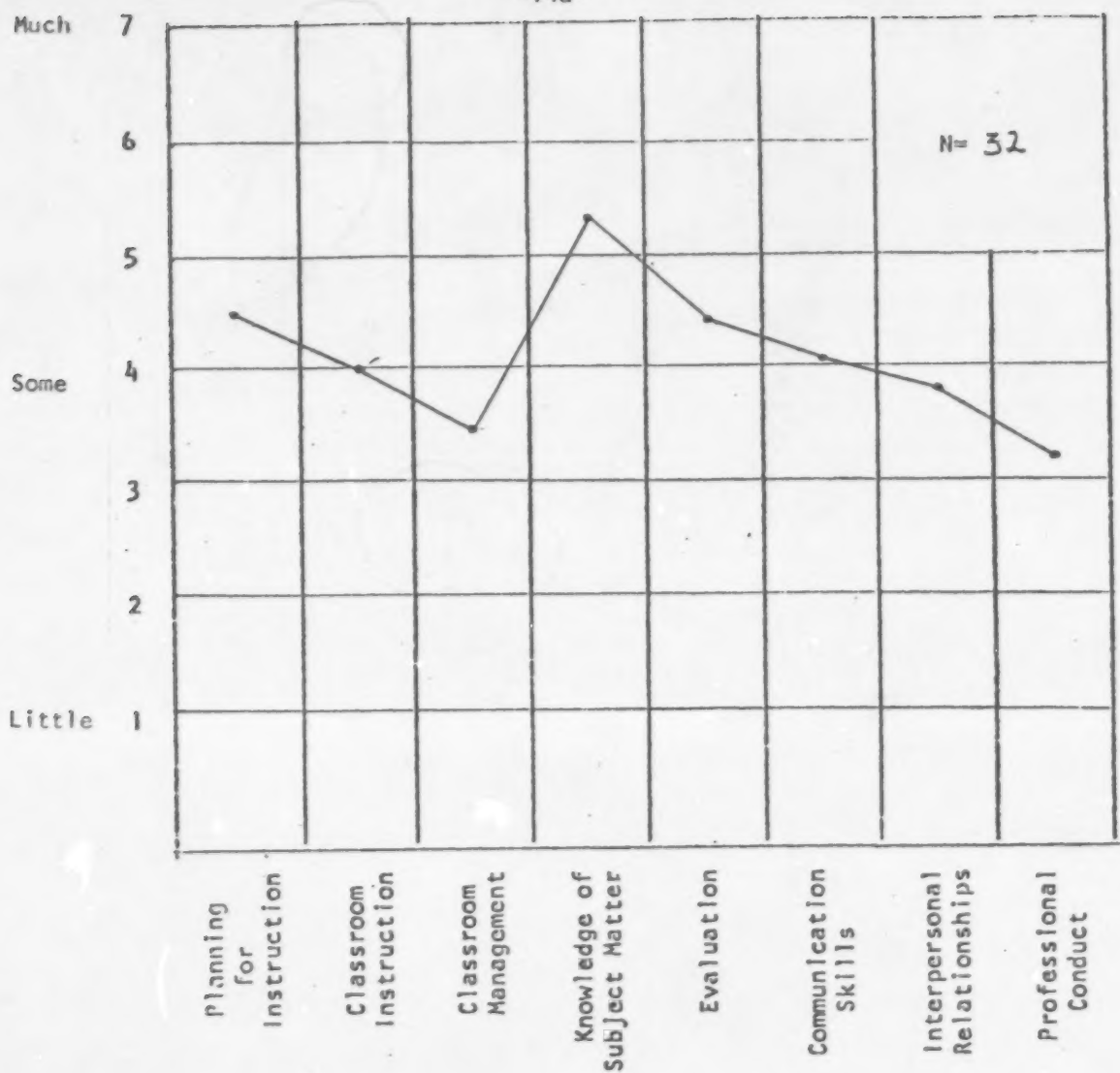


Figure 7. Perceived contribution of the OCE Secondary Program to the graduate's present level of competence in general teaching functions, as reflected in the total sample

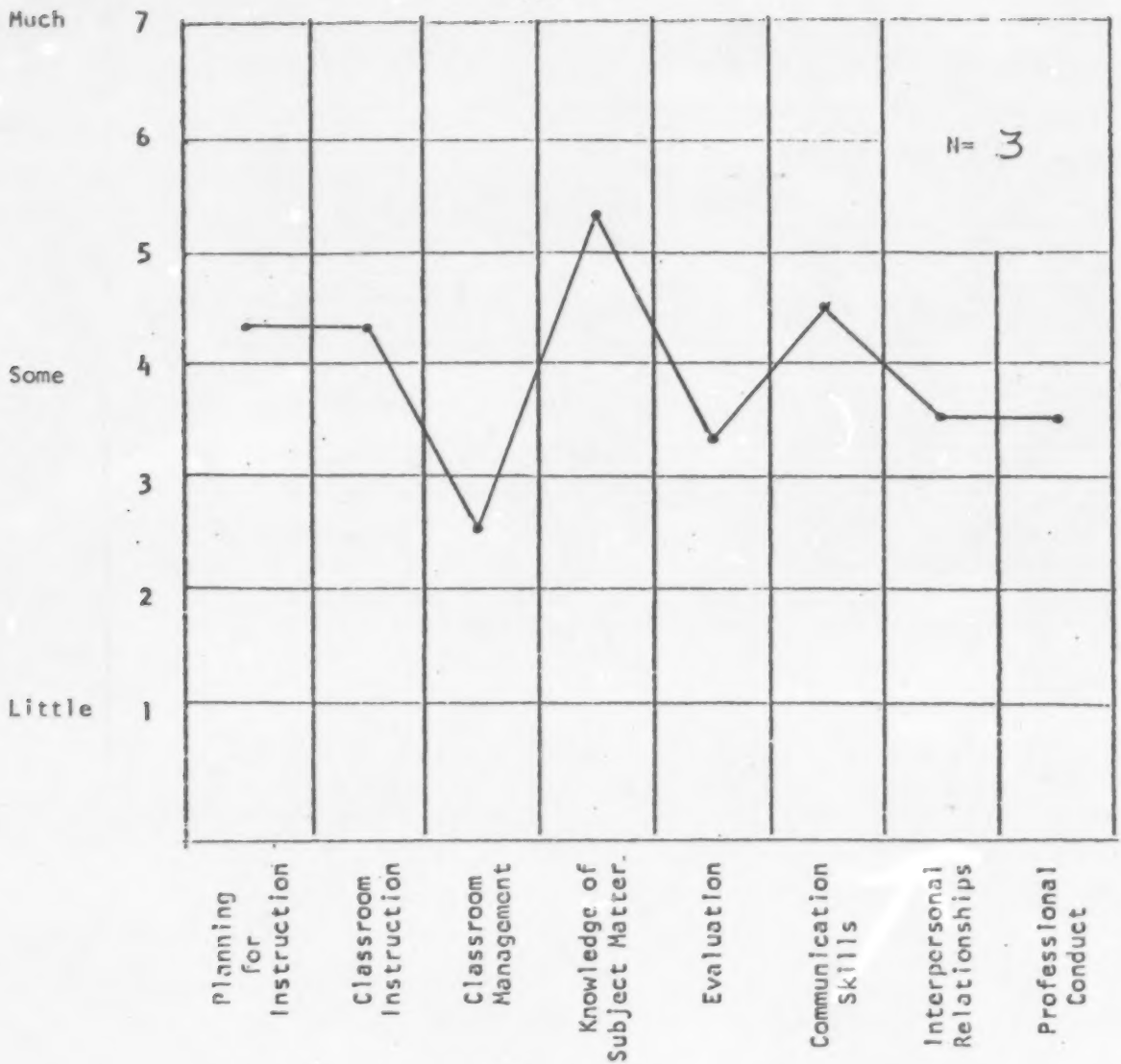


Figure 7a. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions of graduates who majored in ART

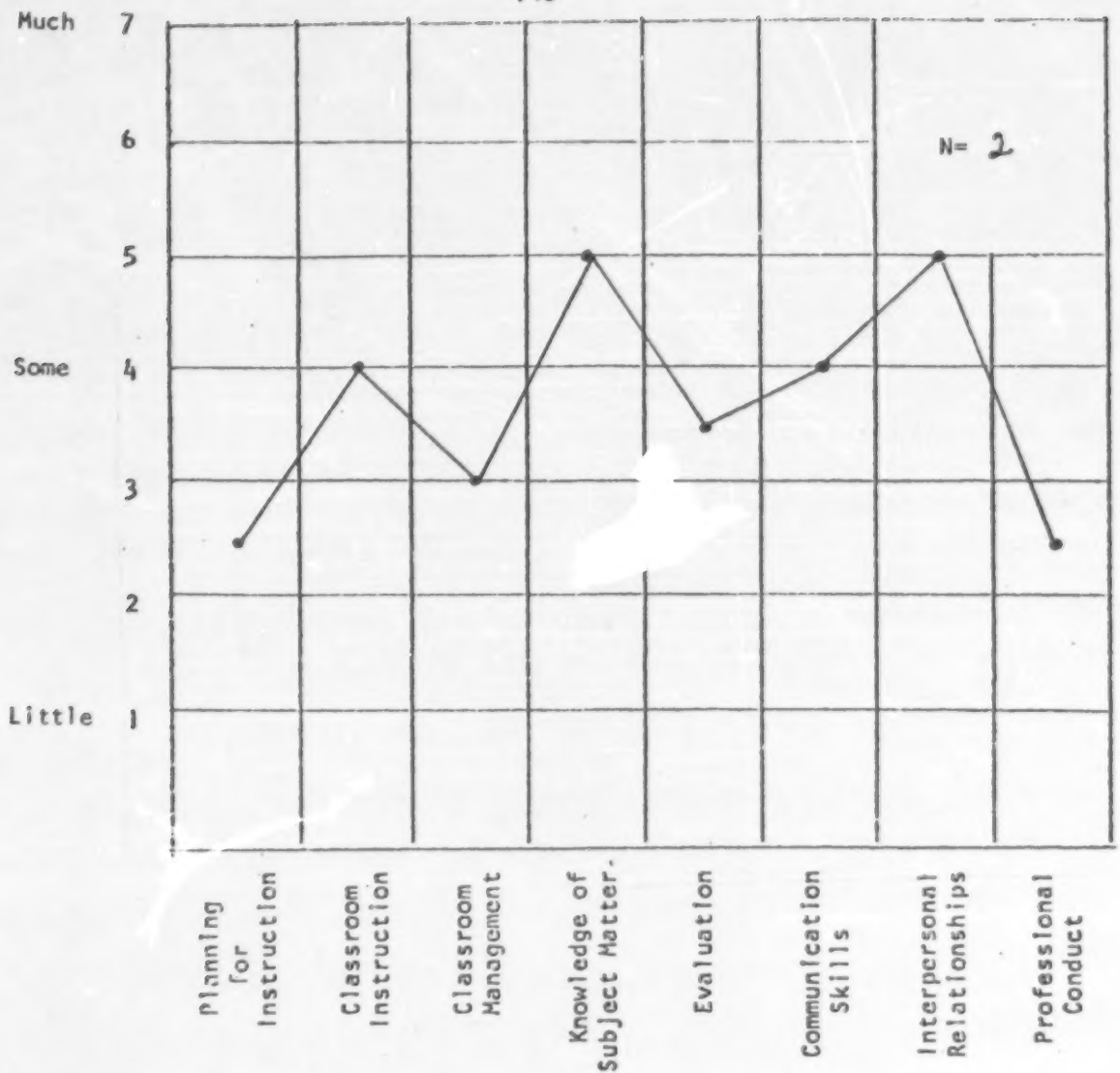


Figure 7b. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions of graduates who majored in BIOLOGY

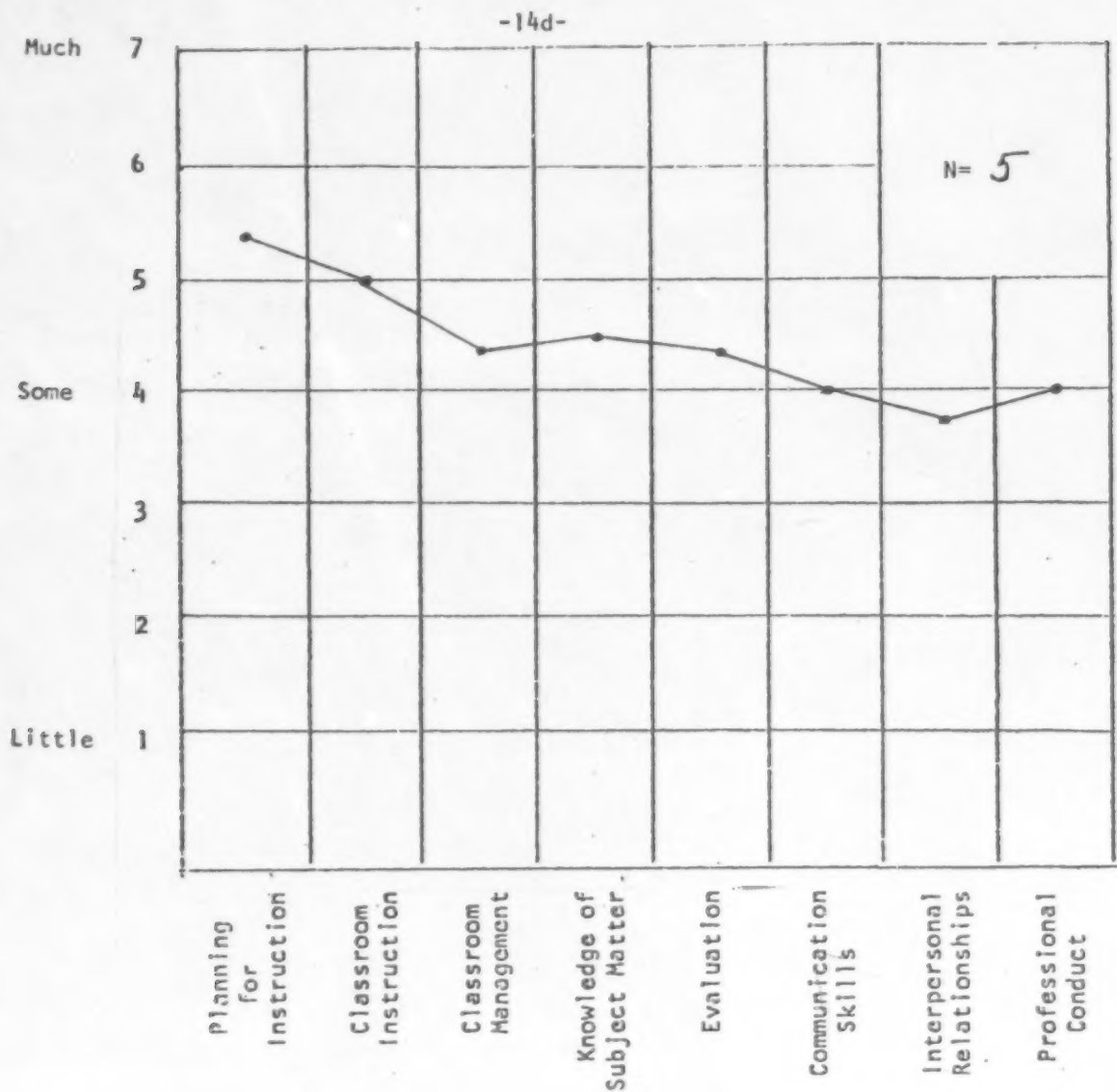


Figure 7c. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions of graduates who majored in HEALTH/PHYSICAL EDUCATION

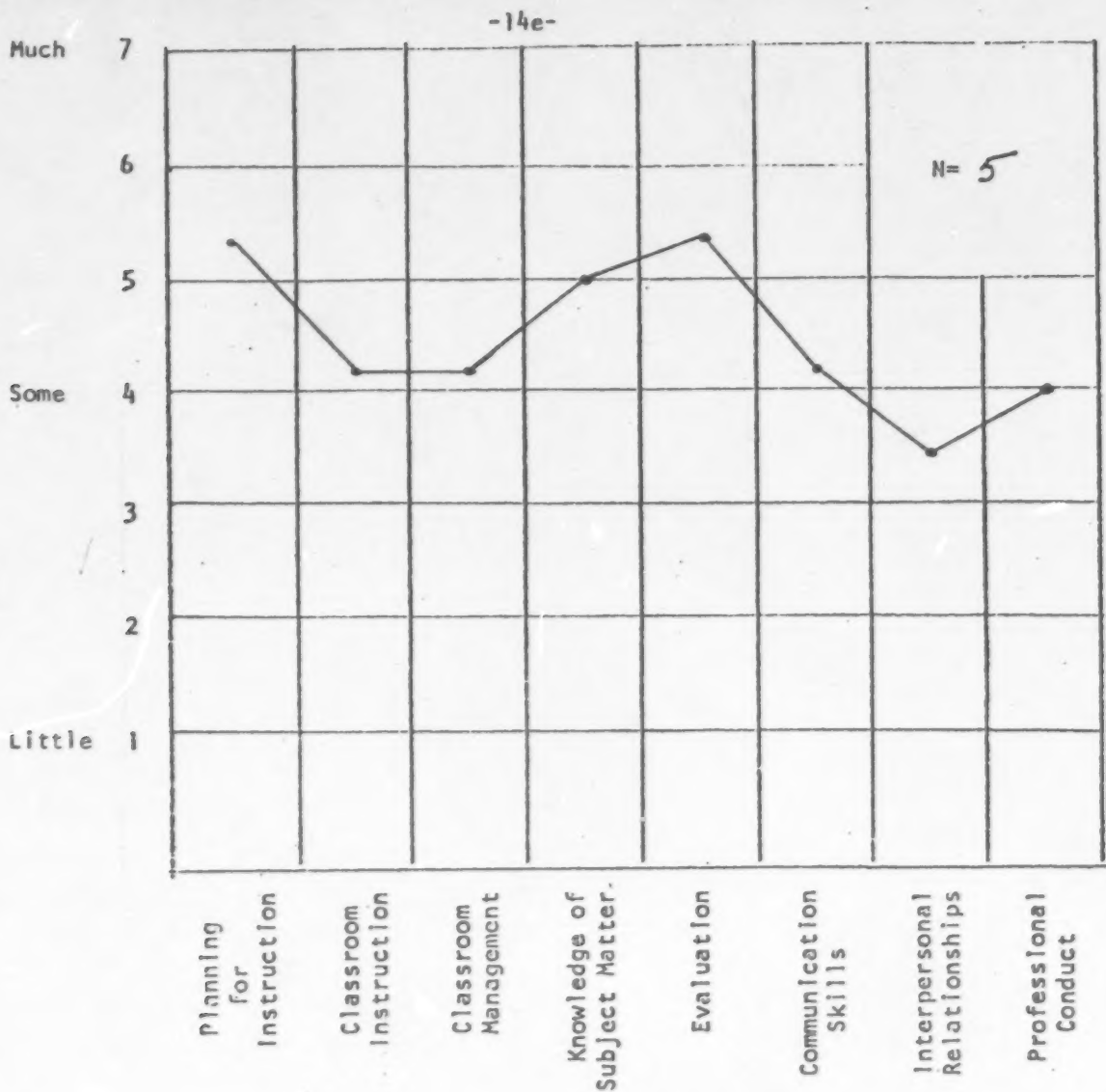


Figure 7d. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions of graduates who majored in HUMANITIES

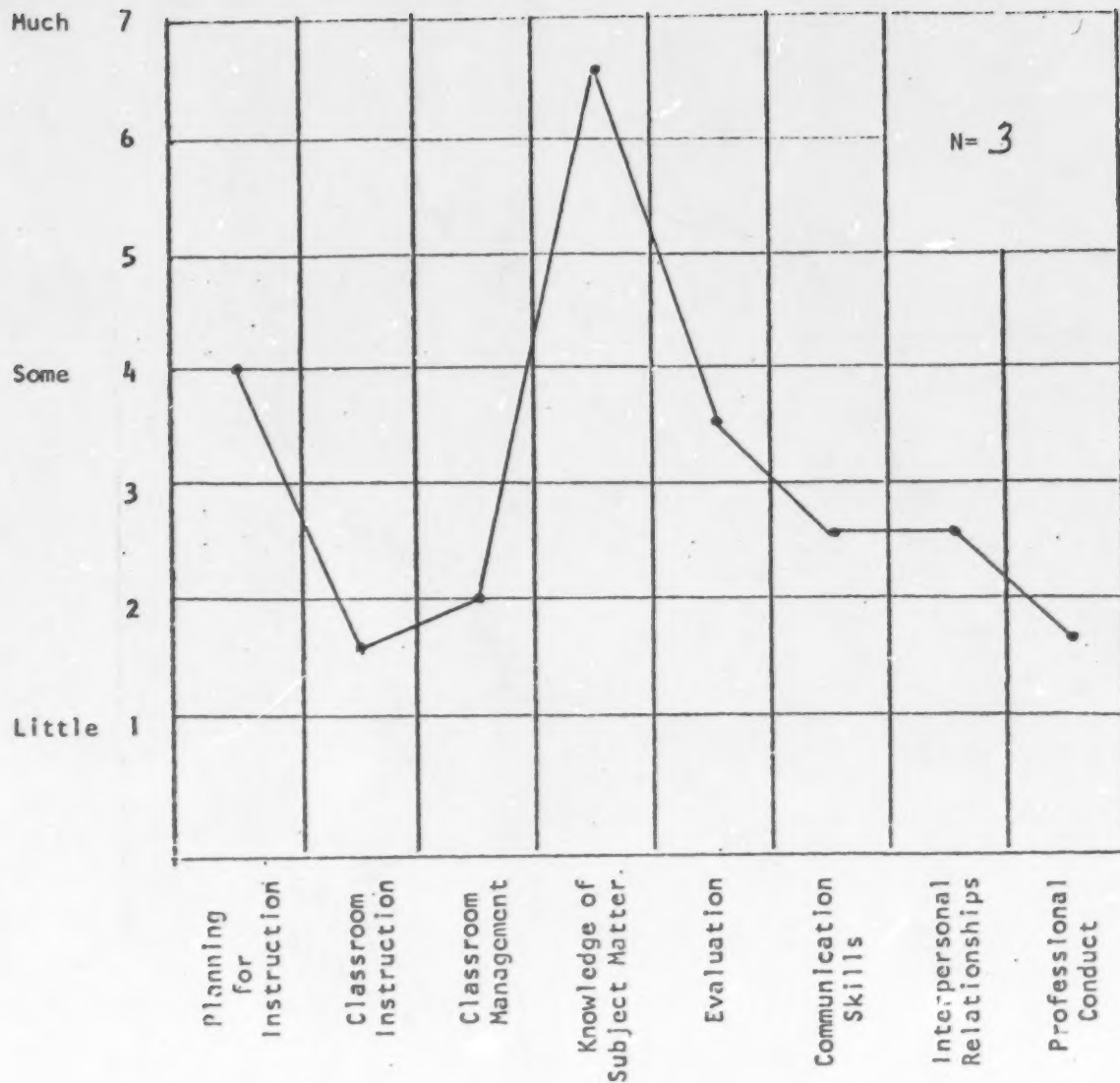


Figure 7e. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions of graduates who majored in MATH

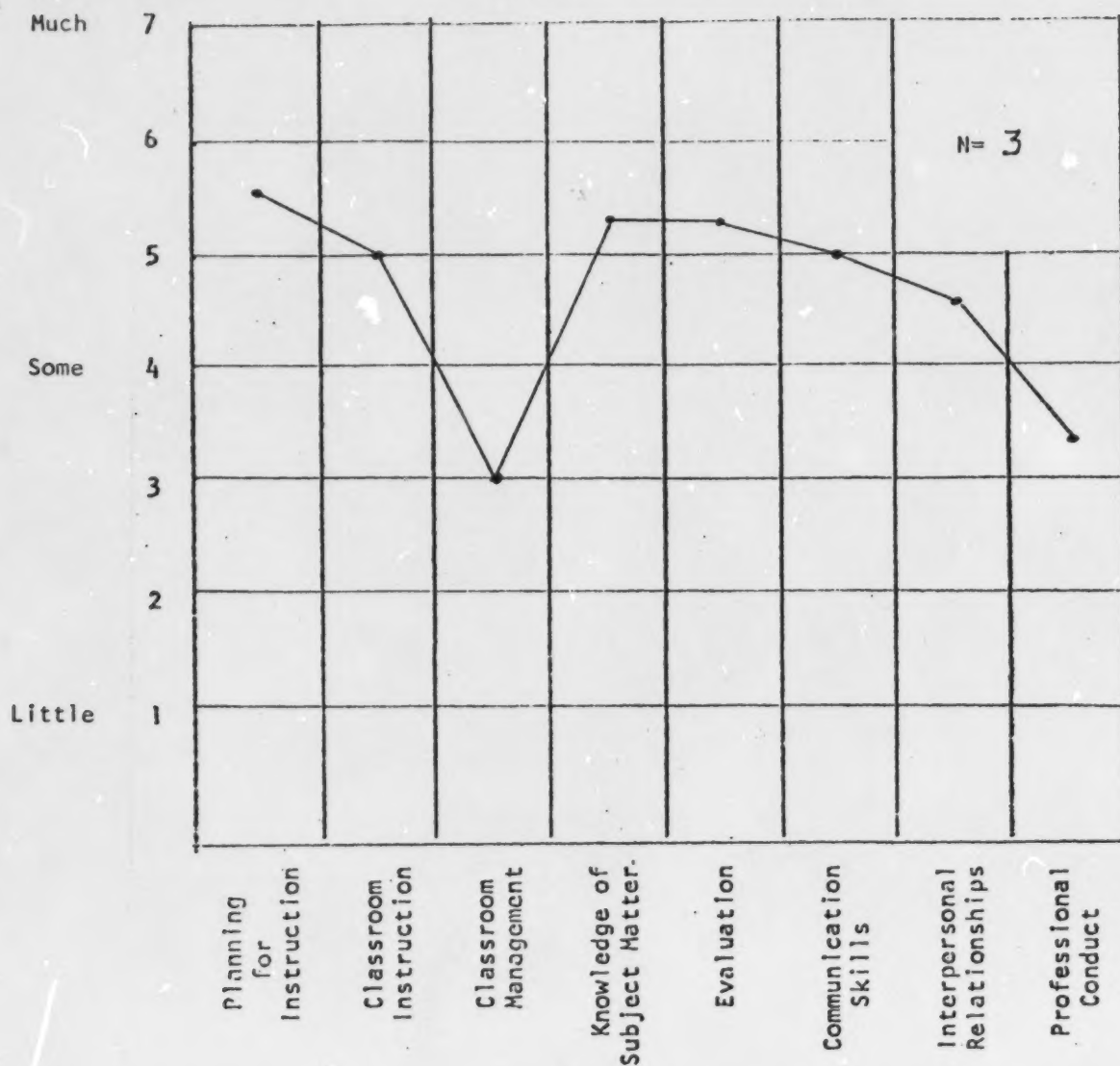


Figure 7f. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions who majored in MUSIC

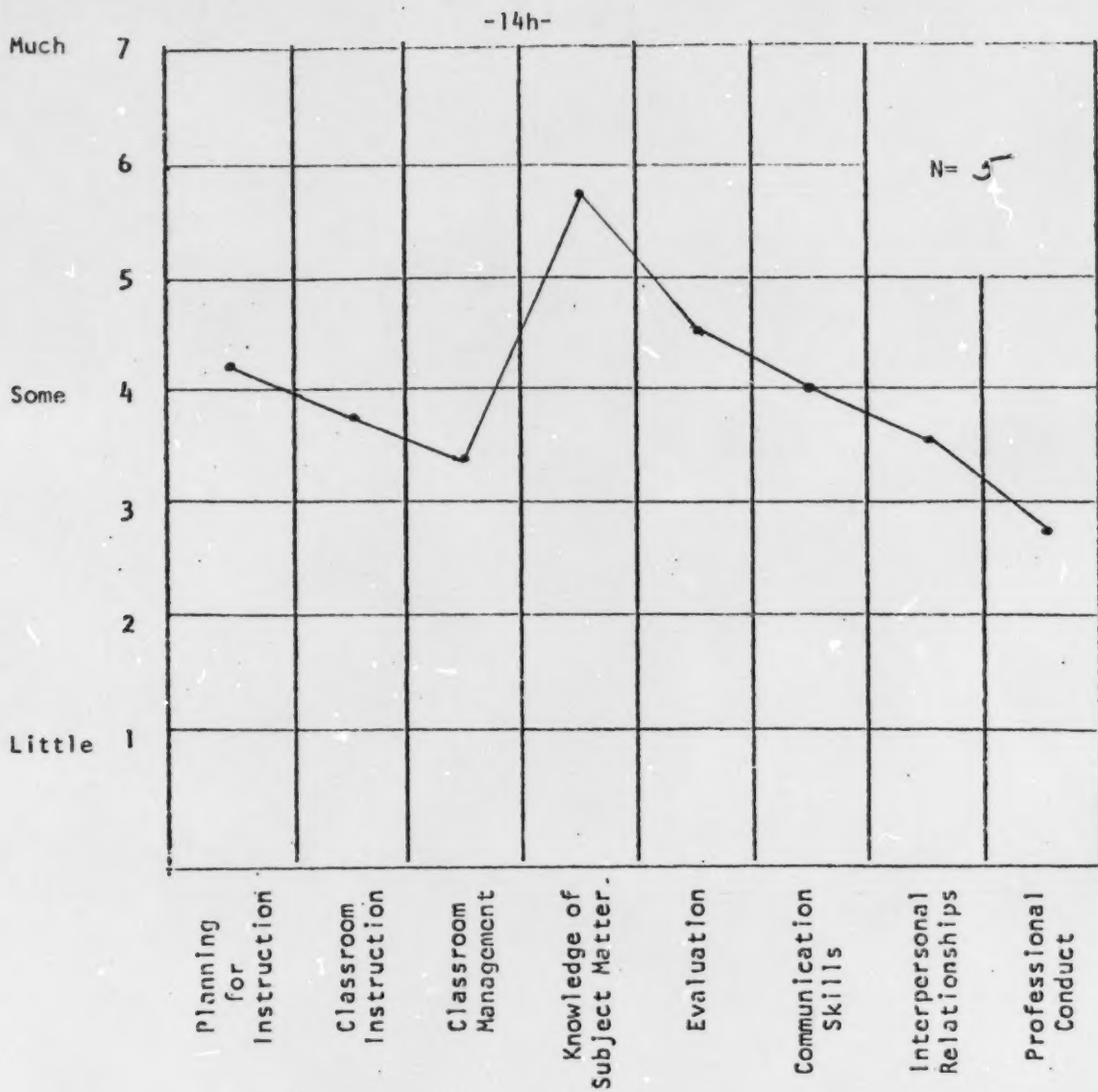


Figure 7g. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions of graduates who majored in PHYSICAL SCIENCE

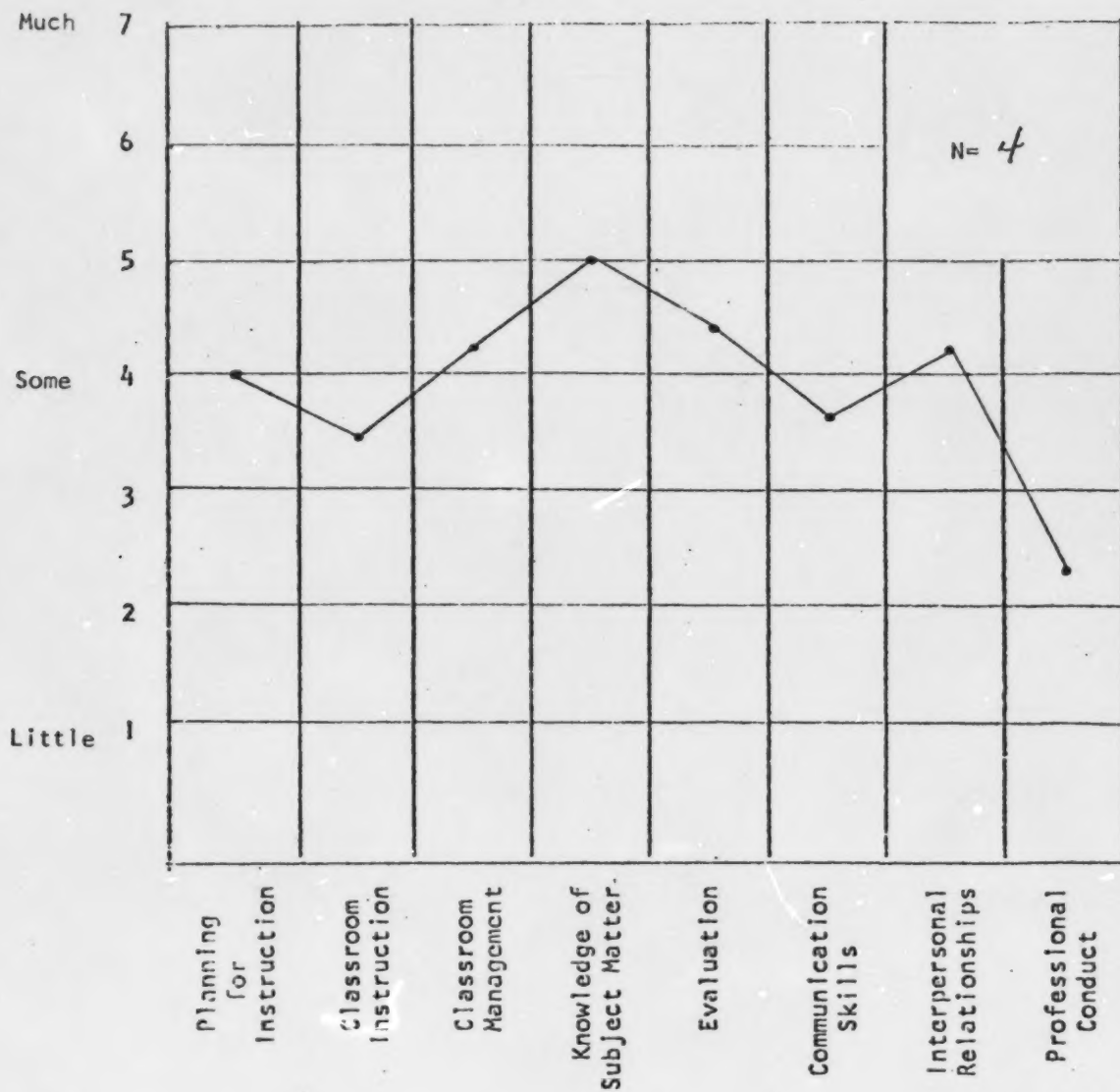


Figure 7h. The perceived contribution of the OCE Secondary Program to the present level of competence in general teaching functions of graduates who majored in SOCIAL SCIENCE

PERCEIVED STRENGTHS AND WEAKNESSES OF THE
OCE SECONDARY PREPARATION PROGRAM GENERALLY,
AND RECOMMENDATIONS FOR IMPROVEMENT

The primary purpose of the follow-up study is program improvement. One important source of information in this regard is the graduate's perceptions of the strengths and weaknesses of the program, and their recommendations for its improvement. Another is the principal's perception of strengths and weaknesses, and how they think the program could be improved. This information was obtained from both the graduates and their principals through interview.

Table 8. Graduate's Perception Of Strengths In The
OCE Secondary Teacher Preparation Program

Strength	Number Of Graduates Mentioning The Strength
Information presented in subject areas	16
Junior Block program	13
Assistance provided by OCE faculty	10
Student teaching/Classroom experiences generally	10
Information presented on resources and materials available	3
Emphasis on competency based education	3
Emphasis on professional attitudes	3
Organization of programs	2
Interdisciplinary programs	2
No comments	2

Table 9. Principals' Perception Of Strengths In The
OCE Secondary Teacher Preparation Program

Strength	Number of Principals Mentioning The Strengths
Good background knowledge and skills	15
Program well-rounded with good in-depth perception of what teaching is about	8
Graduates understand pupils and have realistic expectations	6
Good classroom management methods	4
Good professional attitudes	3
Good Junior Block and Student Teaching program	3
Faculty spend time with students individually	3
Good progress in educational research and follow-up of graduates	2
Competency based education; planning with objectives	2
Well developed philosophy of Physical Education and its place in the curriculum	1
Not familiar with program or no answer	6

Table 10. Graduate's Perception Of Weaknesses In The
OCE Secondary Teacher Preparation Program,
And Recommendation For Improvement

Weaknesses/Recommendations	Number of Graduates Mentioning The Weaknesses
Relevant materials in Methods class/more methods classes	7
Need more practical information on classroom management	7
Need more information about teacher's professional responsibilities, organizations, liability insurance, school budgets and policies, etc.	5
Stress differences in teaching methods between junior high and senior high	4
Lack methods class for individualizing programs for remedial students	4
Block and Student Teaching program did not allow enough full responsibility	3
Education courses need more practical information, less busy work	3
Require more Ed Psych/information about "The Classroom Teacher-Counselor"	2
Need instruction on keeping grades	1
Faculty lack public school experience	1

Weaknesses found in content courses:

<u>Art</u>	- History/Theory/Ed classes not practical in classroom	2
	- student teaching supervisor should see student more than once	1
	- need critiques	1
<u>Ed Media</u>	- need production of materials, not justification of use	1
<u>Health</u>	- need methods and materials course	1
<u>Humanities</u>	- over emphasis on literature; more emphasis needed on writing; not practical	3
<u>Math</u>	- sequences conflict with Block scheduling	1
	- specialization courses needed	1
<u>Music</u>	- limited development of music skills; conducting lines, phrases	1
	- little help in music literature selection appropriate to age level	1
<u>Physical Ed</u>	- lack of depth in upper division classes	1
<u>Physical Science</u>	- lack course offerings	1
<u>Psychology</u>	- no adolescent psychology	1
<u>Reading</u>	- update and make more applicable to classroom	2
<u>Science</u>	- need curriculum class	1
<u>Social Science</u>	- needs to be more demanding; too eclectic	2

Table 11. Principals' Perception Of Weaknesses In The
OCE Secondary Teacher Preparation Program,
And Recommendations For Program Improvement

Weaknesses/Recommendations	Number Of Principals Mentioning The Weaknesses
More field experience needed to be better acquainted with setting, teaching responsibilities, curriculum development, etc.	5
More methods and awareness related to low achievers and problem learners	5
More work needed on classroom management	5
Communications skills needed; grammar; choice of words, etc.	4
Awareness and methods needed for dealing with societal pressures	3
Methods needed, specifically, for the Junior High School students	3
Need PE instruction at primary level, athletic training, movement exploration	3
Lesson planning work	2
Added stress on appropriate dress, punctuality, conscientiousness, responsibility for equipment	2
Other	6
No comments	6

PERCEIVED CONTRIBUTION OF SELECTED COURSES TO
THE MASTERY OF TEACHING STRATEGIES AND SKILLS

Graduates were asked to rate several courses they took during their educational experience at OCE as to their helpfulness in preparing to be a teacher. The rating scale used ranged from 1 - "Little help" to 7 - "Great help"; with the midpoint at 4 - "Some help". Results are summarized below.

<u>Course</u>	<u>N</u>	<u>$\bar{X}$</u>
Liberal Arts Core	29	4.17
Developmental Psychology (Psy 225)	25	3.20
Secondary Block, including Lab (Ed 363)	30	5.73
Special Methods	30	5.00
Ed Media (Ed 435)	30	4.13
Reading (Ed 469)	31	3.13
Student Teaching (Ed 413)	30	6.23

Please return to Jan 8.

Appendix L

PROCESS STANDARDS FOR
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

CONTENTS

I. Introduction

II. Standards and Guidelines

These Standards are intended to promote and guide the development of educational personnel development programs which are (1) centered in consortia of colleges, districts, teachers, and students, and (2) directly oriented to the development of required professional competencies. The Standards shall apply to all new educational personnel development programs and to new norms added to existing programs after July 1, 1974. They shall apply only to preparation and professional growth programs for elementary and secondary personnel. These Standards were prepared and adopted by the Teacher Standards and Practices Commission, and submitted to the Oregon Board of Education on October 20, 1972.

I. INTRODUCTION

These PROCESS STANDARDS* emphasize two movements which are currently emerging nationally in educational personnel development*: the movement toward centering teacher education in consortia* formed by a college, a school district, a professional organization* and teacher education students, and (2) the movement toward competency-based teacher education.* A brief explanation of these two movements will help put the Standards in perspective.

Consortium-centered teacher education is a pattern of professional preparation in which training programs are planned, conducted, and evaluated by a coalition with equal representation from (1) a school district(s), (2) an institution(s) of higher education, (3) a professional organization(s) of teachers, and (4) an organization of teacher education students. Many existing college-based teacher education programs now utilize advisory committees including representation from one or more of the above groups. The consortium-centered approach is a logical next step beyond that stage, and creates a situation in which each group in the program has an equal voice in setting policy. Consortium programs have been developed in a number of states in recent years, primarily because they provided greater opportunities for practicing educators and future educators to influence the content and processes of teacher education. One assumption behind such programs is that teacher education will become more realistic, more effective, and more relevant if it is more directly responsive to those persons who work daily with students or who are preparing themselves for such work.

*The first use of terms identified in the definitions (Appendix C) will be indicated by an asterisk.

Competency-based teacher education (CBTE) refers to patterns of preparation which assist present and future practitioners to acquire and demonstrate knowledge, skills, and competencies required for effective functioning in specific educational positions.* Most existing teacher education programs necessarily emphasize input - those experiences, courses, and curricula which go into the preparation of educational personnel. Competency-based approaches, which are reflected in these Standards*, focus attention on output - on that which the practitioner can do upon completion of the program.

When contrasted in this fashion, it might appear that competency-based programs represent an entirely new departure, but this is not the case. Existing educational personnel development programs have been based on the assumption that their curricula (inputs) would result in effective performance on the part of graduates, and this has, of course, often been true. Competency-based programs go beyond that assumption and focus selection, preparation, and evaluation*as specifically as possible upon the abilities which candidates are expected to demonstrate in their educational work.

Competency-based teacher education (CBTE) appears to be an idea whose time has come. Professionals and laymen alike have come to realize that whatever the strengths of existing educational personnel development (EPD) programs, the search for improved patterns of preparing educational personnel must go on. Thus teacher education personnel, professional organizations, state departments of education, accreditation*groups, and others have during the last few years attempted to design patterns of teacher education and certification which will develop the particular competencies*required to help pupils learn.

Other developments have accompanied the growth of interest in consortium-centered, competency-based teacher education. Teacher education activities have increasingly moved from college settings to school and other educational sites. Programs have become more individualized* The results of educational research have been more effectively integrated into preparation programs.* Programs have become more democratic, as students, staff, and others have become more involved in decisions which affect them and their work. While all of these developments may not be essential to consortium-centered, competency-based teacher education, all reinforce and strengthen it, and have therefore been provided for in the following Standards and guidelines*

Three points should help to put the standards in perspective and assist in their interpretation and application:

- 1) The ultimate measure of a teacher's performance should be the improved intellectual and emotional growth of pupils. However, the consensus among researchers in teacher education is that it is still very difficult to make such assessments.* There are so many variables in most teaching situations that it is difficult to isolate that part of a student's growth for which the teacher is exclusively responsible. Thus, even in competency-based programs, most judgments about teachers will still have to be made in the areas of (1) knowledge held by the teacher assumed to be required for student growth; and (2) skills which the teacher can demonstrate which appear to promote student learning. Nevertheless, it is important for teacher education programs to go beyond these two levels wherever possible and to develop and assess (3) competence in promoting student growth. Thus, these Standards

assume that teacher education students will develop at least some measurable competencies (as defined in 3, above) in the preparation program for each position, and that gradually a larger proportion of the program will achieve results at the competency level. (See Standard B1; also "Competency-Based EPD" in the definitions.)

The following chart illustrates in simplified form both this movement toward competency, and the movement towards consortium-centered programs. Teacher education has in the past been primarily campus-centered and has focused attention on the acquisition of knowledge which prospective teachers are assumed to require (Box A1). Most programs now devote much attention to the development of teaching skills as well as knowledge, and many are using advisory committees including practitioners from the field (Box 2B). The PLANNING STATEMENT and PROCESS STANDARDS are intended to promote movement toward competency-based programs conducted by consortia (Box 3C). The chart indicates this intended movement schematically.

	1	2	3
	Campus-Based Programs	Campus-Based With Advisory Committees	Consortium-Based Programs
C Competency			
B Skills			
A Knowledge			

- 2) In spite of years of research and development in teacher education, there is as yet no approach so demonstrably superior that its use can be mandated by official agencies. There is to a great degree an "open market" in teacher education - one in which programs develop promising approaches which can be tried out along with other existing patterns. Thus most states have delegated basic decisions about the content and processes of programs to teacher education institutions. State Standards and evaluation activities insure that institutions develop programs responsibly, that the public interest and students are protected, and that institutions

undertake activities within their capabilities. The state approves programs, which then prepare candidates and recommend them for certification. This pattern need not change as competency-based programs are developed. Programs will still have primary responsibility for planning, selecting students, instruction, evaluation and the like. Programs approved under the Process Standards, like the college-based programs, will recommend candidates for certification. The role of the state will be to offer assistance, provide encouragement, and maintain standards. (Cf. ORS 342.120 - 342.200)

- 3) The following Standards are written in terms of on-going programs. It is recognized that some Standards and guidelines may not apply as written to programs in the initial stages of development. Nonetheless, it seems appropriate to include them so that consortia may anticipate those areas in which planning and development will be required. Wherever insufficient experience exists, consortia are asked to indicate their plans for meeting the Standard in question.

The following Standards are not intended to be narrowly prescriptive nor to define the substance of preservice programs. Rather, they are intended to emphasize the processes by which programs are developed, implemented, evaluated and modified, and by which information about programs is reported. Use of these Standards should help insure that programs are developed through the active involvement of interested parties, that they are carefully designed to carry out their objectives,* that they focus on the development of professional competence, and that they are organized to promote effective evaluation and renewal.* The Standards and their

272

application to EPD programs will be subject to constant evaluation, review, and modification. Individuals and groups are encouraged to communicate with the Teacher Standards and Practices Commission and/or with the State Department of Education about the Standards. Suggestions for changes in the Standards will be welcome.

Communications may be addressed either to:

Richard Jones, Executive Secretary, Teacher Standards and Practices Commission,
or

Jesse Fasold, Associate Superintendent, State Department of Education

Address for both is: 942 Lancaster Drive NE., Salem 97310

II. STANDARDS AND GUIDELINES

A. PROGRAM PLANNING AND MANAGEMENT

Competency-based educational personnel development programs*usually have greater involvement of individuals and groups in their planning and operation than do traditional college or university teacher education programs. Thus it is especially important that such programs give careful attention to their planning and management functions. It is assumed that efficiency of operation can in the long run be enhanced by such broad involvement if programs carefully design decision-making processes, clearly state their objectives, develop effective administrative and instructional procedures, establish firm working commitments with necessary agencies, and develop effective patterns of evaluation and renewal.

Standard A1: Educational personnel development programs are jointly planned, conducted, and evaluated by consortia which include equal representation from the following groups:

- 1) professional organizations representing teachers, counselors, and other educational practitioners who deal directly with students;
- 2) school district representatives as appointed by school boards;
- 3) personnel representing institutions of higher education which prepare teachers;
- 4) students enrolled in educational personnel development programs.

In addition, consortia may include others when it will strengthen the program. (E.g., high school students, community representatives, other professionals.)

Each consortium selects one of the above four groups as administrative agent for the program. This group, through its designated representatives, assumes official responsibility for decisions of the consortium, maintains communication with individuals and other agencies, and serves as a clearinghouse for information concerning the program. Responsibility for various elements of the program may be assumed by different parties in the consortium. Each consortium determines how many members it shall have, what geographic area it shall encompass, and what its budget shall be. (Note: each of the four groups in a consortium may participate in one or more consortia as it sees fit.)*

Guidelines:

Evidence in support of Standard A1 may include - but is not limited to - responses to the following:

- a) What persons from each of the four groups are included in the consortium, and how were they selected by their various groups?
 - b) What procedures have been developed to assure that members are appropriately representing the interests of their groups and that continuous, effective communication with each group is being maintained?
 - c) What groups (if any) other than the four required are included in the consortium?
 - d) Which group is the administrative agent for the consortium, and
- 777.

how was it selected? How is responsibility for different parts of the program allocated among the various agencies in the consortium?

Standard A2: *Teacher education consortia develop clear statements of program objectives. These reflect the particular needs of the schools and communities served by the program and commit consortia to providing preparation for educational positions* which have been created in the schools to meet those needs. The knowledge, skills, and competencies to be developed by candidates in the program must be related to the functions* to be performed in the identified positions and the standards by which successful performance is to be judged. Performance standards* shall be applied at all three levels: knowledge, skill, and competency. Objectives are presented in format and language which facilitate effective program operation and evaluation.*

Guidelines:

Evidence in support of Standard A2 may include - but is not limited to - responses to the following:

- a) What statements of objectives have been adopted by the consortium?
(Copies of these should be included.)
- b) By what processes and with whose involvement, were the statements drafted? To whom have they been made available? Where have they been published? In what form are they available to students?

c) What are the social and educational assumptions which underlie the program objectives?

d) What evidence can be provided that program objectives guide decisions on:

1. Positions to be prepared for
2. Knowledge, skills, and competencies to be developed
3. Selection of staff
4. Selection of students
5. Program
6. Evaluation and program renewal

Standard A3: *Decision-making and implementation processes are clearly defined, are understood by those involved in the consortium, and contribute to effective program development and management. Information on decisions, programs, instruction, relationships, and evaluation is developed and maintained in formats which will contribute to effective communication both within the program and with outside agencies and individuals.*

Guidelines:

Evidence in support of Standard A3 may include - but need not be limited to - responses to the following:

- a) How does the structure and organization of the program contribute to effective administration and instruction?

- b) How is data pertaining to the program generated, recorded, communicated, and maintained?
- c) What provision is made for evaluation and renewal in the decision-making and management processes of the program?
- d) Provide charts, diagrams, flow-charts and other materials which illustrate and explain the planning and management functions of the program.
- e) Provide a description of the process through which a typical policy decision is made and implemented.

Standard A4: *Evaluation and renewal are integral and effective elements of educational personnel development programs. Programs arrange for and submit to the Oregon Board of Education and the Teacher Standards and Practices Commission the result of an independent external evaluation alternately with the Oregon Board of Education evaluation.*

Guidelines:

Evidence in support of A4 may - but need not be limited to - responses to the following:

- a) What specific plans for evaluation (internal and external), and program renewal have been developed and utilized? (Include copies.)

- b) At what intervals do various aspects of evaluation occur?
- c) Who is responsible for conducting evaluations and making recommendations?
- d) To whom and in what format are the results of evaluations communicated?
- e) What arrangements have been made to assure that all agencies in the consortium are actively involved in evaluation and renewal?
- f) What methods are used to evaluate the performance of program graduates, and how has such evaluation influenced recruitment, selection, preparation, and placement activities?

Standard A5: *Consortia demonstrate that they have sufficient commitment (in terms of finances, personnel, facilities, and the like) to initiate and conduct viable programs.*

Guidelines:

Evidence in support of Standard A5 may include - but need not be limited to - responses to the following:

- a) What contracts, budgets, agreements, letters or other materials can be provided indicating sufficient support for the program?
(Copies of such materials should be included with the report.)

- b) What evidence demonstrates that all parties understand and have a specific commitment to the development of consortium-centered competency-based programs?
- c) What resources (e.g. staff time, facilities, funds) have already been allocated to the program by consortium members and others? What plans exist for the future commitment of such resources?
- d) What contingencies within consortium agencies could affect future support and funding, and what provision has been made for such contingencies in planning?

B. PROGRAM IMPLEMENTATION

Competency-based educational personnel development programs design their activities in terms of the positions for which personnel are being prepared and related program objectives. They set forth clear statements of competencies to be achieved through the program, the knowledge and skills needed in acquiring those competencies, and sound methods for developing and assessing these in candidates. Since candidates bring differing backgrounds and strengths when entering such programs, preparation activities are of necessity individualized. Programs are based as much as possible in actual educational settings, which provide the most realistic environments for developing and evaluating the required knowledge, skills, and competencies. And, since the personnel prepared are expected to assist in the development of democratic schools and citizens, it is essential that the prepar-

ation programs themselves provide models of democratic involvement and processes.

Standard B1: Consortia identify the educational positions for which preparation is provided, specify the knowledge, skills and competencies which are to be developed by students preparing for those positions, and indicate the experiences provided through which students may achieve these outcomes. In all cases, an explanation is provided indicating how knowledge and skill relate to the competencies. Programs require some demonstration of competency for each position and show the means by which increasing elements of the program will move to the competency level.

Guidelines:

Evidence in support of Standard B1 may include - but is not limited to - responses to the following:

- a) For what educational positions does the program provide preparation? How were these selected, and how do they relate to community needs and program resources?
- b) What functions (roles) have been described for each position?
(Include lists or other appropriate material.)
- c) What are the competencies required for successful performance in each role or function?

- d) What performance standards have been set for the successful demonstration of each competency? What indicators will the program accept as evidence that each competency has been acquired and demonstrated?
- e) Through what processes, and with what involvement, have functions, competencies, performance standards, and indicators been developed?
- f) What experiences (e.g. field,* simulated, instructional, research experiences) are provided for candidates to enable them to acquire and demonstrate the knowledge, skills, and competencies designated?

Standard B2: *Programs are individualized, and enable candidates to determine at entry and at appropriate points thereafter the competencies required of them in order to complete the program successfully. Candidates have available varied means through which to acquire necessary competencies. Candidates exercise initiative in proposing new positions to prepare for new competencies, new means of acquiring identified competencies, and new criteria for judging competence.*

Guidelines:

Evidence in support of Standard B2 may include - but is not limited to - responses to the following:

- a) How is individualization provided for in statements of program objectives? (Include necessary documentation.)

- b) How is the program individualized in terms of admissions, advising, instruction, placement, and evaluation?
- c) What provision is made by which individual candidates can initiate the identification of new positions to be prepared for, new knowledge, skills, and competencies, and new means of acquiring and demonstrating them?
- d) What opportunities do students have to acquire and demonstrate their competence in situations of increasing challenge and responsibility? (E.g., with larger numbers of students, for increasing periods of time, with material of greater complexity, in situations requiring increased confidence.)

Standard B3: *Educational personnel development programs provide maximum opportunities for personnel, including students, to be involved in decisions which affect them. They provide systematic, fair, and responsible means for arriving at decisions, for communicating information about policies, and for appeal and review of decisions. Candidates have adequate opportunities to participate in the design of their own programs.*

Guidelines:

Evidence in support of Standard B3 may include - but is not limited to - responses to the following:

- a) How do the objectives of the program provide for democratic involvement of policy-makers, staff, and students?

- b) How are program decisions arrived at and communicated, and what provision is made for appeal and review of decisions?
- c) What evidence can be given concerning actual involvement of interested parties (including students) in program decisions? (Specific examples and cases should be provided.)
- d) What recommendations have been made by students, staff, and others concerning the program, and what response has been made to such suggestions?
- e) In what ways have individual candidates shaped their own programs? (Provide examples.)

Standard B4: *Consortia provide adequate preparation opportunities in realistic field situations wherever possible and integrate such field work with more academic study in ways which are meaningful to individual trainees.*

Guidelines:

Evidence in support of Standard B4 may include - but need not be limited to - responses to the following:

- a) How is the relationship of field work to other instruction dealt with in statements of program objectives? (Include appropriate documents.)

- b) What varieties of field and laboratory experience are available to candidates at various stages of training?
- c) What specific competencies are to be developed in each field situation?
- d) What provision is made which will enable candidates to find and/or create appropriate field experiences for specific preparation purposes?
- e) What agency in the consortium is responsible for each field situation? (Including locating the field situation, making arrangements for its utilization, providing supervision, and evaluation.)
- f) How does the program assist each candidate to learn from field experiences and to relate that learning to knowledge acquired in other settings?

Standard B5: *Consortia provide the buildings, facilities, and materials required for effective functioning of the program and for the development and assessment of competencies in candidates.*

Guidelines:

Evidence in support of Standard B5 may include - but need not be limited to - responses to the following:

- a) What buildings, facilities, and materials are available to candidates in order to help them acquire and demonstrate competencies?
- b) By what procedures are needs for particular resources identified, communicated, and met?
- c) Which agencies in the consortium are responsible for providing and maintaining particular resources?
- d) How are various resources and their utilization evaluated, and how are changes made in response to evaluation?

C. STAFF

An effective staff is central to the success of educational personnel development programs. The staff has a major role in defining objectives, planning and implementing activities, and selecting, advising, and instructing students, and it is thus essential that it have the abilities required for these functions. The staff demonstrates the competencies which it endeavors to develop in students. It provides a model of democratic involvement and individual treatment of students which trainees can apply in their own work. Staff members have had academic preparation and educational experience sufficient to enable them to apply research findings in field settings. Leadership is provided to develop the staff into a cooperatively functioning group, able to plan, implement, and evaluate an effective program.

Standard C1: *Staff members for consortia programs are selected and retained on the basis of demonstrated competence in educational personnel development. Such competence may be acquired and demonstrated in a variety of ways, including academic performance, research, and experience in appropriate personnel development activities.*

Guidelines:

Evidence in support of C1 may include - but need not be limited to - responses to the following:

- a) How are staff members for consortium programs selected, and who is involved in the selection process?
- b) What criteria are used in staff selection, and how is the competence of staff members for particular training roles assessed?
- c) What emphasis is placed on formal academic training, on research background, and on field experience in the selection process?
- d) What attention has been given to, and what success attained, in the recruitment and retention of minority and women staff members?

Standard C2: *The staff has sufficient leadership and organization to function effectively as a team. Responsibilities and roles are clearly defined, and communication processes promote staff efficiency. Staff members are fully involved in decisions which affect them and their work in the program.*

Guidelines:

Evidence in support of Standard C2 may include - but need not be limited to - responses to the following:

- a) What means have been provided to insure effective teamwork in the various activities of the consortium?
- b) What formal and informal patterns of communication have been developed within the staff?
- c) What arrangements have been made to insure democratic participation by staff in decisions concerning them?

Standard C3: Consortia provide continuous and effective means for individual and collective staff evaluation and renewal. Staff members and groups are given adequate time for and assistance in assessing their own work and are provided opportunities to participate in activities which will improve their effectiveness.

Guidelines:

Evidence in support of Standard C3 may include - but need not be limited to - responses to the following questions:

- a) What provisions exist for evaluating the effectiveness of staff members - by students, by staff themselves, by others within the program, and by outside evaluators?
- b) At what intervals does formal evaluation of staff effectiveness take place?

- c) What provisions are made by which staff members can improve their effectiveness on the basis of evaluation? (E.g., released time, financial and other assistance, supervision, support from within and outside the program.)
- d) What provisions are made for collective staff renewal through evaluation, workshops, conferences, retreats, seminars, and the like?
- e) What resources and support are given to research activities of staff members?

D. STUDENTS

Consortia select and prepare students on the basis of their demonstrated or potential abilities in promoting ^{pupil} student growth. The needs of the students with whom trainees will work are paramount in decisions concerning recruitment, selection, advising, instruction, and placement of candidates. Activities in relation to students are designed in accordance with program objectives, which in turn respond to social and educational needs. Students experience the humane treatment, quality of instruction, and democratic involvement which they are expected to give to their own pupils.

Standard D1: Recruitment, selection, advising, instruction, and field experiences of the consortium are consistent with educational and social needs and program capabilities. Sufficient provision is made for the recruitment and selection of minority and women candidates.

Guidelines:

Evidence in support of Standard D1 may include - but need not be limited to - the following:

- a) By what means has the consortium assessed local educational personnel needs, and how has its planning responded to such assessment? What use has been made of information provided by government agencies, school districts, and professional associations in this process? (Include copies of studies which the program has made.)
- b) What are the recruitment, selection, and advising processes used in the program? (Include statistics on applicants, selection, and rejection. *at each phase of prof. dev.*)
- c) What provisions have been made for advising and counseling students regarding personal and professional concerns? What use have students made of counseling resources?
- d) What provision has been made for follow-up studies of graduates, and how are results of such studies used in program evaluation and modification?
- e) What arrangements have been made for the recruitment and preparation of minority and women candidates? (Include statistics on applications, acceptances, rejections, program completions, and placements.)

Standard D2: Consortia provide for the democratic involvement of candidates in the design of their individual programs and in shaping the entire program; they assist students in acquiring objective evaluations of their own performance which will assist them in making realistic career decisions.

Guidelines:

Evidence in support of Standard D2 may include - but is not limited to - responses to the following:

- a) What procedures are available for insuring active involvement of candidates in designing their individual learning programs? How are these procedures actually used? What testimony do students give to the effectiveness of their involvement?
- b) What procedures are available to students individually and collectively for shaping the general program?
- c) What is the representation of students on policy-making committees and working groups?
- d) In what ways are students given objective information concerning their performance? What support and advice are they given in utilizing such information in planning their programs?

Appendix C

DEFINITIONS

These definitions have been prepared to accompany the proposed "Oregon Board of Education Planning Statement on Educational Personnel Development" and the Teacher Standards and Practices Commission's proposed "Process Standards for Competency-Based Teacher Education Programs." It is hoped, however, that the definitions will be applicable to other documents prepared by the Oregon Board of Education, the Teacher Standards and Practices Commission, and other Oregon agencies working in educational personnel development. Common definitions and usage should help clarify communication among those concerned with this field. In drafting this glossary, use has been made of definitions given in other Oregon documents, in materials from other states, and in documents from national organizations. It is intended that these definitions shall be consistent with the clearest current usage.

ACCREDITATION: The systematic evaluation and approval of an educational personnel development program under standards established or accepted by the Oregon Board of Education.

ADMINISTRATIVE AGENT: That element in a teacher education consortium which is assigned the major responsibility for its decisions, coordinates its activities, maintains communication with individuals and other agencies, and serves as a clearinghouse for information concerning the program. (See "Consortium").

ADMINISTRATIVE RULE: "Rule means any agency, directive, regulation, or statement of general applicability that implements, interprets or prescribes

law or policy, or describes the procedure or practice requirements of any agency." (ORS 183.310(7), Proposed Administrative Rules, when adopted by the Oregon Board of Education and filed with the Secretary of State, have the force of statute.)

ALTERNATE-ENTRY PROGRAMS: Programs which assist candidates to enter educational careers at a number of points, in addition to those usually provided in the four-year college preservice program.

APPROVED TEACHER EDUCATION PROGRAM: A preparation program in specific norm areas which is accredited by the Oregon Board of Education and which permits an institution (or consortium, under the "Process Standards") to recommend candidates for certification in those areas. Under Oregon law, these are now identified as "Standard teacher education programs."

ASSESSMENT: The process of determining the current status of an activity or program; gathering data upon which an evaluation may be made. (See "Evaluation").

CAREER-CLUSTER PROGRAMS: Programs which introduce secondary school students to "families of occupations" in order to acquaint them with the world of work and to prepare them for later specialization.

CAREER-LADDER PROGRAMS: Programs designed to assist candidates to enter educational careers at levels appropriate to their previous training and experience (e.g. as aides, tutors, assistants, and the like) and to progress toward additional levels of responsibility.

COMPETENCY: The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition.

COMPETENCY-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: EPD processes and programs which explicitly describe the positions for which preparation is provided, designate the competencies needed to perform effectively in those positions, and provide means by which candidates can acquire and demonstrate those competencies at their own individual rates.

COMPETENT TEACHER: One who has acquired and demonstrated the essential competencies of a professional position and utilizes and integrates them effectively in meeting the requirements of that position.

CONSORTIUM: A governing body formed by a coalition of institutions, agencies, and groups which jointly plans, implements, and evaluates an approved teacher education program. The consortium includes equal numerical representation from: (1) a school district(s); (2) an institution(s) of higher education; (3) an organization(s) whose members work directly with pupils and which is recognized by the local school board as representing teachers on consultation matters; and (4) students enrolled in an EPD program who have been selected by candidates in the relevant preparation program to represent them. (See "parity").

EDUCATIONAL PERSONNEL DEVELOPMENT: Those educational processes and experiences, either preservice or inservice, through which educational personnel are prepared and through which their performance is improved. (Oregon statutes use the term "teacher education" to refer to education programs

for all educational personnel, not exclusively to those for classroom teachers. This is utilized where appropriate synonymously with "educational personnel development.")

EVALUATION: The process of appraising performance or outcomes in relation to objectives. Evaluation may be done in relation to staff, students, program, and other areas, and may be conducted from within and/or from outside an agency. (See "Assessment").

FIELD-CENTERED ACTIVITIES: Those activities based primarily in a school, community, or setting other than in a college.

FUNCTION: See Page 6.

GUIDELINES: Criteria or recommendations to be used in the implementation of Standards.

INDIVIDUALIZED PROGRAMS: Programs in which curricula and learning activities are developed in consultation with each candidate in response to his particular experiences, abilities, and needs. Individualized programs may vary in terms of the rate at which students learn, and/or in terms of the knowledge, skills, or competencies acquired.

OBJECTIVE: An expected outcome, which has been formally accepted by an organization or individual to guide action.

PARITY: An arrangement in which each party in a consortium has equal representation in setting policy, and defined decision-making responsibilities appropriate to its role.

PERFORMANCE-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: A term often used interchangeably with "competency-based EPD," which emphasizes the outcomes of such programs, but does not necessarily distinguish among knowledge, skill, and the ability to demonstrate job-defined effectiveness as program outcomes.

PERFORMANCE STANDARD: A criterion established by which to judge whether or not an objective has been realized.

POSITION: A certificated educational job. The position description includes the essential roles or functions required. As used in the PROCESS STANDARDS, "positions" in most cases parallel classifications used in the certification norms.

PREPARATION PROGRAMS: General and professional experiences which prepare educational personnel. Such programs may be based in colleges and/or in consortia.

PROCESS STANDARD: A Standard (administrative rule) which requires institutions or programs to utilize particular procedures in designing and implementing education personnel development programs. (See "Standard").

PROFESSIONAL GROWTH PROGRAMS: Programs designed to improve the performance of inservice teachers and other educational personnel.

PROFESSIONAL ORGANIZATION: An organization of practitioners such as teachers, counselors, and others who work directly with students and which

is recognized by the local school board as representing practitioners on consultation matters. (See "Consortium").

RENEWAL: The process by which an individual or agency modifies performance on the basis of evaluation.

STANDARD: An Administrative Rule adopted by the State Board of Education. In the "Process Standards," the "Standards" referred to are those adopted by the Board and which must be met by an institution or program desiring accreditation in order to offer an approved teacher education program. In these documents "Standard" is capitalized when State-adopted Standards are referred to.

STANDARD TEACHER EDUCATION INSTITUTION: One which meets the standards of the Oregon Board of Education for the preparation of educational personnel for grades one through twelve. The institution has undergone a process of evaluation and accreditation accepted by the State Board of Education.

FUNCTION: The largest meaningful classification used in describing units of work within a position or job definition. (From largest to smallest, the units used in these documents are: position or job, function or role, task, action. Skills are required for completing actions and tasks; competencies are required for fulfilling functions, roles, (or positions.)

DRAFT
10/24/73

REVISION
7/24/76

REVISION
6/6/77

REVISION
6/15/77

APPENDIX M

The Mid-Willamette Valley Consortium For The Improvement Of Education

Policies, Procedures And Organization Manual¹

- 00.000 PURPOSE AND ORGANIZATION
- 01.000 OPERATIONAL STRUCTURE
- 02.000 LEVELS OF PARTICIPATION
- 03.000 THE BOARD OF DIRECTORS
- 04.000 THE CONSORTIUM ASSEMBLY
- 05.000 THE PROGRAM PLANNING AND BUDGETING COUNCIL
- 06.000 TASK FORCES AND COMMITTEES
- 07.000 ADMINISTRATION
- 08.000 GUIDELINES FOR PROGRAM DEVELOPMENT
- 09.000 PROCEDURES FOR AMENDMENT TO POLICIES AND PROCEDURES

¹ This document is based on the Policies and Procedures Document of the National Center for Higher Education Management Systems at WICHE.

Table Of Contents

		<u>Page</u>
00.000	PURPOSE AND ORGANIZATION	1
01.000	OPERATIONAL STRUCTURE	3
02.000	LEVELS OF PARTICIPATION	5
03.000	THE BOARD OF DIRECTORS	6
04.000	THE CONSORTIUM ASSEMBLY	8
05.000	THE PROGRAM PLANNING AND BUDGETING COUNCIL	10
06.000	TASK FORCES AND COMMITTEES	11
07.000	ADMINISTRATION	13
08.000	GUIDELINES FOR PROGRAM DEVELOPMENT	14
09.000	PROCEDURES FOR AMENDMENT TO POLICIES AND PROCEDURES	14

00.000 PURPOSE AND ORGANIZATION

The Mid-Willamette Valley Consortium for Educational Improvement has been established as a means of formally recognizing the need of a variety of educational agencies to join in common cause to meet increased demands on public school and teacher education in Oregon. Further, there is an obligation to share with other local and intermediate districts and institutions of higher education the understandings and developments coming from the operation of the Consortium.

These purposes and commitments are reflected in the charter that has been adopted by the Consortium, and the organizational structures employed in the operation of the Consortium.

00.100 The Charter For The Consortium

WHEREAS, the continued improvement of the quality of educational offerings to Oregon youth is a goal mutually held by local and intermediate school districts, institutions responsible for the preparation of teachers, and other professional and supportive organizations; and

WHEREAS, each of these types of agencies and organizations possess unique talents, resources, and capabilities to contribute to such continued improvement; and

WHEREAS, the continued improvement of the quality of education would be more effectively served through combined mutual efforts which utilize the unique and complementary talents, resources, and capabilities of such organizations; and

WHEREAS, there exists now a need to formally organize such agencies and organizations so as to optimize the combined mutual efforts to continue improvement; and

WHEREAS, the Dallas, Dayton, Central and Salem school districts; the Marion, Polk, and Yamhill County IED's, Oregon College of Education and the Teaching Research Division, OSSHE, recognize the need and wish to join together formally for these purposes.

THEREFORE BE IT RESOLVED, that the organizations and agencies named above join together to create and establish THE MID-WILLAMETTE VALLEY CONSORTIUM FOR THE IMPROVEMENT OF EDUCATION, and

BE IT FURTHER RESOLVED, that the CONSORTIUM serve to:

1. regularly identify areas of mutual concern to which the energies and talents of the members may be directed;
2. provide to Oregon College of Education guidance, liason, and assistance in fulfillment of its teacher preparation mission; and
3. provide leadership to the continued development of the profession and its members.

00.200 An Overview Of The Structure And
Operation Of The Consortium

The Consortium is designed to accommodate institutions and agencies participating at three levels of involvement: those interested in learning about the activities of the Consortium,

but not committed to membership (Level I); those participating on a partial basis (Level II); and those participating fully (Level III).

The Consortium is governed by a Board of Directors consisting of administrators from the institutions and agencies participating fully in the Consortium. The Board recommends and supervises the programs of the Consortium, and the budgets for its support. The Board is served by an executive director and the Program Planning and Budgeting Council.

Communication within the Consortium is facilitated through the Consortium Assembly, made up of delegates from participating institutions and agencies.

The work of the Consortium is done primarily through a task force structure. Task force members consist of staff and administrators from partial and fully participating institutions and agencies.

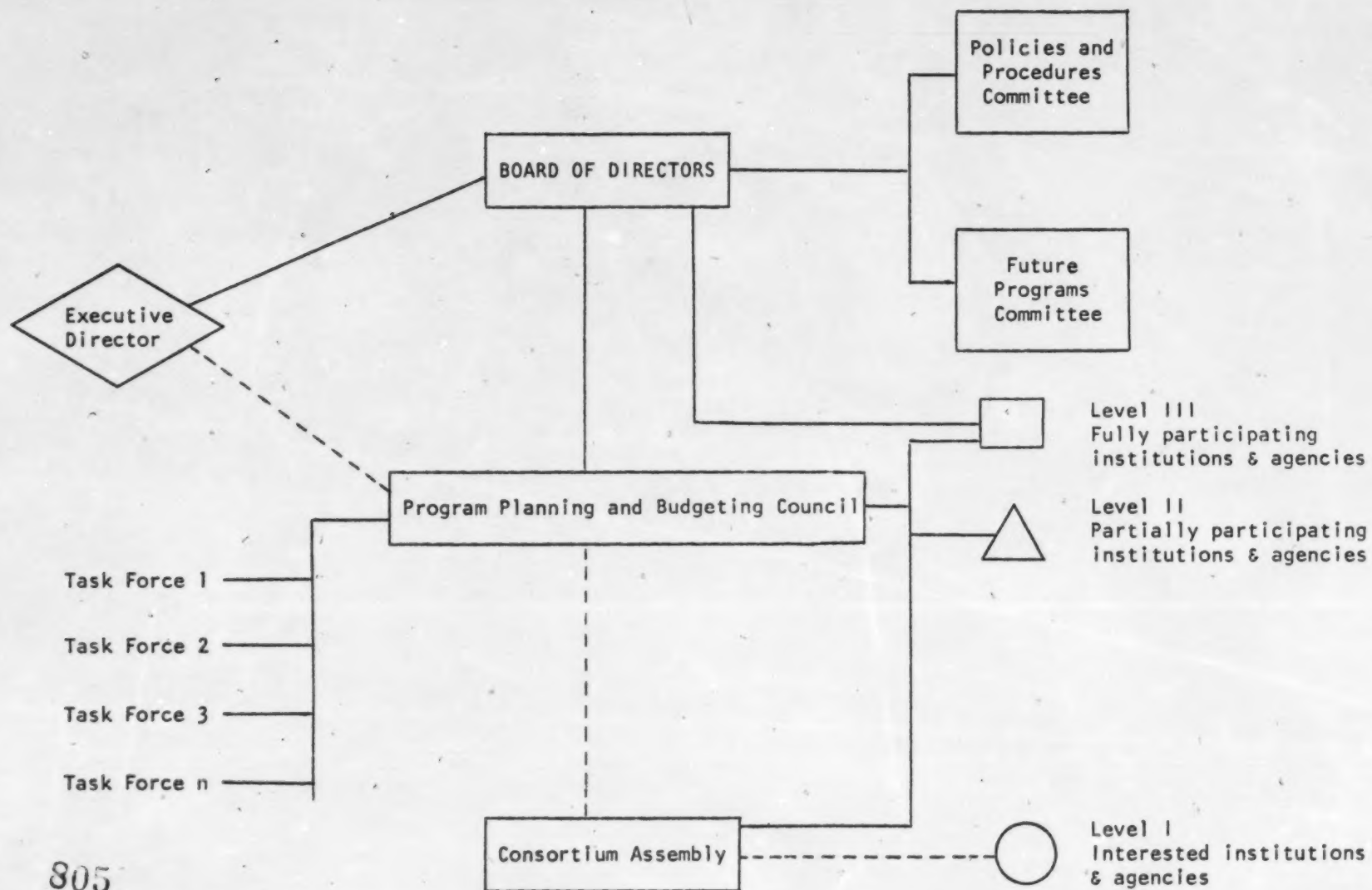
The structure of the Consortium is outlined in Figure 1.

01.000 OPERATIONAL STRUCTURE

The programs of the Mid-Willamette Valley Consortium for the Improvement of Education are controlled by the various institutions and agencies participating in it through their legally constituted governing bodies.

The Board of Directors, made up of representatives from each of the Level III (fully participating) institutions and agencies, serves as the final decision-making group for the Consortium.

FIGURE 1. THE MID-WILLAMETTE VALLEY CONSORTIUM FOR THE IMPROVEMENT OF
EDUCATION: AN OVERVIEW OF ORGANIZATION AND OPERATIONAL STRUCTURES



02.000 LEVELS OF PARTICIPATION

The three levels of participation in the Consortium range from participation as an interested observer (Level I) to full participation (Level III). Institutions and agencies commit themselves to one of the levels in order to be a member of the Consortium.

Additional information about the roles and responsibilities of Consortium members will be found in the MEMBERS HANDBOOK.

02.100 Level I

Institutions and agencies at this level participate by observation; they do not contribute to either the development or the operation of Consortium programs.

02.200 Level II

Institutions and agencies at this level participate in and contribute to the development and operation of Consortium programs, but in a limited way. Level II participants may be represented on the PPB Council, but not on the Board of Directors. Financial contributions to the operation of the Consortium are required.

02.300 Level III

Institutions and agencies at this level participate fully in the development and operation of Consortium sponsored programs. Level III participants have membership on the Board of Directors and the PPB Council, and are eligible for selection as a pilot or developmental site for programmatic activities. Financial contributions to the operation of the Consortium are required.

03.000 THE BOARD OF DIRECTORS

The Board of Directors shall give direction to the Consortium within the limits established by the charter, and the legal and financial responsibilities of the member institutions and agencies.

03.100 Responsibilities Of The Board Of Directors

The responsibilities of the Board of Directors shall be to:

1. Determine and supervise the programs of the Consortium.
2. Review and recommend to the legally-constituted governing bodies of participating institutions and agencies budgets for the Consortium's programs and operation.
3. Regularly inform the governing bodies of participating institutions and agencies of:
 - a. the Consortium's legal and financial responsibility associated with each policy decision.
 - b. the general status and progress of the Consortium's activities toward its stated objectives.
4. Determine relationships between the Consortium, its participants, and other related educational developments.
5. Arrange for the employment of a Consortium administrator and others whose services may be required to effectively operate the Consortium.
6. Make the necessary major committee appointments through the Office of the Chairman of the Board.

03.200 Membership Of The Board Of Directors

1. The Board of Directors shall consist of the officers in charge of each participating Level III institution or agency, or their designee. The Chairman of the PPB Council and

administrator for the Consortium (if any) shall serve as ex officio, non-voting members. Each Level III institution or agency shall appoint an alternate to serve on the Board in the event the officer in charge is unable to be present at any meeting of the Board.

2. The term of office is indefinite. If a member of the Board terminates his position with an institution or agency, his membership on the Board will be terminated automatically. His replacement will be determined by the governing body of the participating institution or agency.

03.300 The Chairman And Vice Chairman
Of The Board Of Directors

1. The Board of Directors shall elect its chairman and vice chairman by majority vote at the first meeting and at the meeting in May two years thereafter.
2. The chairman and vice chairman are elected for a term of two years. The chairman and vice chairman may be reelected to succeed themselves.

03.400 Meetings Of The Board Of Directors

1. The Board shall meet a minimum of three times a year in January, May, and September, and if necessary, by call of the chairman.
2. The time, place, and agenda of the Board meeting shall be determined by the chairman in consultation with the Consortium's administrator.
3. Decisions shall be reached by vote unless the chairman determines that a consensus has been reached.

4. The chairman shall state each decision and the major points of discussion leading to the decision in order to afford the opportunity for contrary professional opinion to be recorded.
5. Members of the Board may send the designated alternate to any meeting of the Board. If neither the Board member or the designated alternate can attend, a non-voting observer may represent the institution or agency at the meeting.
6. Members of the Board of Directors or their designated alternates missing two consecutive meetings will be asked to show cause why they should not be dropped from the Board by changing the status of their membership from Level III to Level II or I.
7. One-half of the membership of the Board shall constitute a quorum.

03.500 Limits On The Board Of Directors' Authority

The governing bodies of an institution or agency participating in the Consortium acts as the final authority over that institution's/agency's participation in Consortium activities, and may abstain or withdraw from any program, activity, or action of the Consortium if, in its judgment, it cannot accept the financial and/or legal responsibilities associated therewith.

04.000 THE CONSORTIUM ASSEMBLY

The Consortium Assembly shall be the general assembly of delegates from the institutions and agencies participating in the Consortium's programs. It is to serve as a means of communicating between the persons to be served by the Consortium,

task force members, PPB Council members and members of the Board of Directors.

04.100 Responsibilities Of The Consortium Assembly

The responsibilities of the Consortium Assembly shall include the provision of:

1. A mechanism for the timely communication of developments among the Consortium's participants.
2. A general forum through which the needs of districts and district personnel can be made known to responsible agents of the Consortium, and reactions can be given to Consortium sponsored programs.
3. A sounding board for those responsible for planning and implementing program development activities of the Consortium.

04.200 Participation In The Consortium Assembly

Participation in the Consortium Assembly shall include:

1. Delegates from Level II and III institutions and agencies.
2. Delegates from Level I institutions and agencies, and other invited observers, as identified by the Chairman of the Board of Directors.

04.300 Meetings Of The Consortium Assembly

1. The Chairman of the Board of Directors will preside over Consortium Assembly sessions.
2. The agenda for the Consortium Assembly shall be determined by the Chairman of the Board of Directors and may include:
 - a. presentations of major issues pertaining to each program of the Consortium, with subsequent discussion.

- b. discussions of future directions.
- c. questions and answers pertaining to the status of each Consortium program based on precirculated materials.
- d. opportunities for discussion with the Chairman of the Board of Directors, or his representative, and the members of the PPB Council.
- e. opportunity for the expression of the Assembly to be forwarded to the Board of Directors and the PPB Council for consideration--through such mechanisms as resolutions, etc.

05.000 THE PROGRAM PLANNING AND BUDGETING COUNCIL

The Program Planning and Budgeting (PPB) Council is to provide advice to the Board of Directors on matters concerning the programmatic efforts of the Consortium. The members of the PPB Council will be chosen primarily for their expertise.

05.100 Responsibilities Of The PPB Council

To provide advice concerning:

1. Programs to be undertaken by the Consortium, and priorities for their implementation.
2. Workplans and budgets for each program.
3. The selection of special projects and research undertakings.
4. Selection of schools or districts to serve as pilot testing centers, or as the locus of program development.
5. Appointments to task forces and committees.

05.400 Meetings Of The PPB Council

1. The PPB Council shall have four regular meetings per year and additional meetings called by the Chairman of the Council as necessary.
2. The time, place, and agenda of these meetings shall be determined by the Chairman of the Board or by the administrator of the Consortium (if any) in consultation with the Chairman of the Council.
3. Decisions shall be reached by vote unless the Chairman determines that a consensus has been reached.
4. The Chairman shall state each decision and the major points of discussion leading to the decision in order for contrary professional opinion to be recorded.
5. Members of the PPB Council may send a proxy to any meetings of the Council.

06.000 TASK FORCE AND COMMITTEES

The Board of Directors shall make full and effective use of special standing committees, special task forces, and committees appointed generally on an ad hoc basis to assist in the solution of special problems.

Task forces and committees are established to provide consultation and general direction for the programs and activities within the Consortium.

06.100 Responsibilities Of Task Forces And Committees

Task forces and committees are recipients of a delegation of PPB Council-recommended authority. A member of the PPB Council will be assigned to each task force or committee to provide liaison.

06.200 Membership Of Task Forces And Committees

1. Members are appointed by the Chairman of the PPB Council with the advice and consent of the Council.
2. Membership nominations will be solicited from Level II and Level III participants, unless special circumstances necessitate other nominations.
3. Membership on a particular task force or committee is temporary and may be changed to provide a range of expertise as required by the specific task. Members serve at the pleasure of the Council Chairman. If a member terminates his position with an institution or agency, his membership will be automatically terminated.

06.300 Task Forces And Committee
Chairmen and Vice Chairmen

If appropriate, task forces and committees will elect their own chairman and vice chairman.

06.400 Meetings Of Task Forces And Committees

1. Task forces and committees shall meet as needed to carry out their specific charge.
2. The time, place, and agenda of these meetings shall be determined by the Chairman in consultation with the respective members.
3. The Chairman of the task force or committee shall determine whether decisions are reached by consensus or otherwise.
4. Members of task forces and committees may send a non-voting observer to any meeting of the task force or committee from which they may be absent.

07.000 ADMINISTRATION

The administration of the Consortium shall be determined by the Board of Directors. Full and effective use shall be made of resources available to the Level III participating groups (e.g., employed administrative staffs, business office equipment and supplies, telephone systems, automobiles, etc.). Cost of any staff shall be shared jointly by all Level II and III institutions/agencies. Insofar as possible, the administration of the Consortium shall be carried out by the administrators of participating institutions and agencies.

07.100 Responsibilities Of The Administrator

The administrator of the Consortium shall be called the Executive Director, and shall:

1. Be appointed and terminated by the Board.
2. Be responsible to the Board for implementing policies adopted by the Board and programs approved by the Board.
3. Prepare and recommend to the Board annually, and at such other times as necessary, program plans and budgets.
3. Report to the Board periodically on the status of the Consortium's programs, expenditures, and legal responsibilities.
4. Attend the meetings of the PPB Council and assist the Council in fulfilling its responsibilities.
5. Have final authority in all matters relative to the operation of the Consortium, except where specifically limited by the official policies and procedures of the Consortium.

07.200 Administrative And Financial
Services And Procedures

The Consortium shall receive its administrative and financial services from participating institutions and agencies. The Consortium is subject to all the rules and regulations pertaining to the administrative units which provide administrative and financial assistance.

08.000 GUIDELINES FOR PROGRAM DEVELOPMENT

Program development within the Consortium is initiated by a participating member of the Consortium through a formal request to the PPB Council.

08.100 Subject Of Program Proposals

The subject of program proposals normally shall be within the scope of those outlined in statutes, administrative rules or federal legislation affecting the operation of schools and teacher preparation programs in Oregon, or locally adopted priorities of the governing boards of institutions and agencies participating in the Consortium.

08.200 Goals And Objectives Of Program Proposals

The goals and objectives of each program proposal shall be congruent with the goals, objectives and other program development efforts of the Consortium.

09.000 PROCEDURES FOR AMENDMENT TO POLICIES AND PROCEDURES

1. Proposals for amendment may be initiated either by a Level II or Level III member of the Consortium, or by the Board.

2. A proposal for amendment will be circulated to the Board of Directors at the meeting prior to the meeting in which the amendment is to be considered by the Board.
3. All modifications require a favorable endorsement by a two-thirds majority vote of the Board of Directors.

APPENDIX N: RECOMMENDATIONS OF THE PPB COUNCIL

AS TO PRIORITY ACTIVITIES FOR THE 1977-78 SCHOOL YEAR

Prepared September 28, 1977

ACTIVITIES DESIGNED TO HELP MEMBER DISTRICTS MEET THE REQUIREMENTS OF PUBLIC LAW 94-142

- The August 24 workshop for school administrators, board members, and directors of special education--with designated follow-up activities by the 94-142 Task Force
- The federally funded project to establish exemplary school programs for dealing with handicapped learners in the Central and Salem districts, and to use these programs as sites for inservice training for staff within all Consortium districts
- The Consortium Planning Exercise (CPX) scheduled for late October or early November that is to engage regular classroom teachers from member districts in the design of school programs that are responsive to the intent of the new law
- The obligation to assist member districts on a per-request basis to carry out the staff and/or program development activities needed to meet the requirements of the new law (these may or may not stem from the activities listed above)

ACTIVITIES DESIGNED TO HELP MEMBER DISTRICTS MEET THE REQUIREMENTS OF THE NEW STANDARDS FOR ELEMENTARY AND SECONDARY SCHOOLS IN OREGON

- Help Dayton prepare for its Standardization Review in January
- Help all member districts refine/develop district plans for implementing the new Standards, including the identification of a management team, tasks, and timelines. Tasks are likely to include the refinement of existing competency and goal statements, the refinement of existing competency and goal measures, the refinement of record keeping procedures, the development of program evaluation procedures, the development of plans for program improvement
- Provide the training needed to prepare members of the management team to carry out the 1977-78 tasks called for in the district plan, and prepare to carry out those called for in 1978-79
- Provide the technical assistance needed by member districts to implement their 1977-78 plans
- Provide the inservice training needed by member districts to implement their 1977-78 plans
- Assist staff from member IED's in carrying out some or all of the above with associate members of the Consortium

In addition to the above,

- Assist member districts on a per-request basis to carry out the staff and/or program development activities needed to meet the requirements of the new Standards

RELATED ACTIVITIES

- The Consortium-wide review of the elementary and secondary teacher preparation programs at OCE, at both the undergraduate and graduate levels, to insure the responsiveness of these programs to the current staff needs of member districts--given the new standards, PL 94-142 and other developments affecting schooling in Oregon
- The Consortium-wide development of a competency based and field-centered graduate program at OCE in Curriculum Development and Evaluation that will give school personnel the expertise needed to implement the minimum standards and Public Law 94-142

Committee
APPENDIX O: OSSHE TASK FORCE ON EVALUATIVE FOLLOW-UP of graduates in TE

Minutes Of The First Meeting, June 13, 1977

Members Present

Karl Hesse, U of O; Larry Kenneke, OSU; Vern Rempel, Chancellor's Office; Del Schallock, TR; Paul Willes, SOSO

Members Absent

Mike Karl, PSU; Jim Kearns, EOSC; Bert Kersh, OCE

1. Vern Rempel provided background to the creation of the Task Force and the work it is to do (see Attachment A).
2. Vern also provided background on a parallel Task Force dealing with the analysis of costs and benefits associated with alternative teacher preparation programs. The two Task Force efforts are clearly related, and need to be viewed as such as work progresses.
3. A number of issues ("nagging questions") were raised during the course of the discussion that need to be kept in front of the group in the months ahead.
 - How does the Board's desire for evaluative follow-up information square with the desire of individual institutions for such information? Do the Board and the various institutions involved want the same information for the same reasons?
 - Is it economically feasible to collect evaluative follow-up information? What are the costs and benefits involved? If follow-up information is of importance to the Board should funds be provided for its collection?
 - Is it possible to know what kind of "product" we want as graduates of our teacher preparation programs? Until schools are clear about what teachers must do or be able to achieve, or until research demonstrates conclusively what is required for teachers to be successful, is it possible ever to reach agreement as to the characteristics or accomplishments we should be evaluating in our graduates? (NOTE: The new Minimum Standards for elementary and secondary schools in Oregon, the passage of Public Law 94-142, and other recent developments affecting the nature of public education in Oregon act to at least partially solve this problem.)
 - A related issue is the extent to which the performance of the graduates of a particular institution can be attributed to their preparatory programs, as opposed to the "socializing" influence of the schools in which they teach? Obviously, the longer a teacher is away from his or her preparatory program, the more critical this question becomes.

- Since the information that could be collected in the course of follow-up is essentially endless, and since there are so many ways to collect a particular piece of information, is there any real hope for the idea of a "common core" of information and a "common methodology" that is acceptable to all parties concerned?
- A related issue is the extent to which both information and methodology must differ when studying graduates of elementary and secondary preparation programs?
- How is "preparatory program" to be defined? Is it to be only the professional core of a preparatory program? Is it to include work on the disciplines as well?
- A related issue pertains to the definition of "alternative" programs, or "program variations". When studying the effects of program variations, how much difference must there be between one version of a program and another before demonstrable effects can be expected to occur?

4. Ideas and related efforts that need further exploration

- Dornbush's work on "collegial" evaluation
- The work of the new research center on teacher education at Michigan State University under the direction of Lee Shulman
- Popham's research on teacher effectiveness
- The NIE sponsored California studies on beginning teacher effectiveness
- The literature surrounding the Minnesota Teacher Attitude Inventory as a predictor of teacher effectiveness

5. Tentative decisions

- We need to approach this whole effort from the point of view of its contribution to research on factors related to the effectiveness of teaching and the effectiveness of programs that prepare teachers.
- The overriding research issue is one of being able to predict success as a teacher.
- A central feature of the follow-up methodology must be a description of the setting within which teaching occurs, and a central feature of the research on teacher effectiveness must be the relationship of effectiveness to setting characteristics.

- The Minimum Standards and PL 94-142 constitute a starting point from which to derive the common core of information to be collected about the functions teachers are to perform in Oregon schools. Institutions may add information that reflects a particular commitment to particular strategies or procedures (behaviors) to be used by teachers, but the common core of information probably should not reflect preference for one theoretical position in this regard over another.
- Four broad categories of information will be used as a point of departure in establishing the "common core" of follow-up information:
 - I. Perceptions of the strengths and weaknesses of the preparatory program, and suggestions as to how it might be improved.
 - II. The performance of the graduate in the school setting, that is, the effectiveness with which the graduate performs the functions expected of a teacher in the particular job or position the graduate occupies.
 - ✓ III. The consequences of a teacher's performance in the school setting, with particular attention being directed to consequences for students.
 - IV. Factors that relate to performance in the school setting, for example, the characteristics of the setting, repertoire of teaching methods, knowledge of subject matter, attitudes toward teaching and being a teacher.
- The collection of follow-up information will be accompanied (preceded) by the collection of information within the preparatory program on factors anticipated to be predictors of performance as a teacher.
- Research studies will be undertaken to determine the effectiveness of these predictors.
- Since the work of the Task Force and the work of the OACTE Program Evaluation Handbook Committee is so overlapping, and two of the Task Force members (Karl Hesse and Del Schalock) are also members of the OACTE Handbook Committee, the other members of the Handbook Committee (Jim Wallace and Dave Myton) will be asked to join future meetings of the Task Force.

6. The Task Force will hold its second meeting July 15 in Room 125, School of Education, University of Oregon. Members in attendance agreed to bring to that meeting data outlines and illustrative measures for the various data sets described above.

NOTE: This meeting has been cancelled. We will try to get together briefly during the Research Conference on the 27th or 28th.

Agreements were as follows:

- Level I data: Karl Hesse, Larry Kenneke
- Level II data: Karl Hesse, Del Schalock
- Level III data: Paul Willes, Del Schalock
- Level IV data: Del Schalock
- Predictors illustrative of those that
could be collected in the preparatory ^{program}: Del Schalock
program

Vern Rempel agreed to bring to the next meeting a draft statement describing the objectives to be achieved and the products to be produced by the Follow-Up Task Force.

From Vern Ringle
6/13/77

Notes on
Background Information

- Report to the Board on teacher education--mandate from the Board to strengthen procedures for the evaluative follow-up of graduates.

That the Board encourage the institutions and the Board's Office in their efforts to continue systematic investigations of such matters relating to the improvement of teacher education as: (a) factors affecting the quality of teacher education, (b) improved approaches to the evaluative follow-up of teacher education graduates as an aspect of program evaluation and upgrading, (c) the cost/benefit of alternative approaches to teacher education, (d) a statewide, profession-wide approach to in-service teacher education programs for public school teachers and administrators.

- Meeting of State System deans of education and institutional representatives, various issues in teacher education and the implications of the Board mandate were discussed.
- In addressing the issue of how we can improve the evaluative follow-up of graduates, two main courses of action were suggested:
 - "common core" of evaluative follow-up information.
 - develop the instrumentation to get the needed information.
- CACTE handbook--is to contain guidelines for program evaluation to meet TSPC and NCATE standards.

Members of the Handbook Committee:

Jim Wallace
Del Schalock

Karl Hesse
David Myton

- A number of issues related to the basic purposes:
 - agreement as to the basic elements to be included in the data.
 - which programs should be looked at?
 - procedures for data collection and sample selection.
 - plan for data review. What do we do with the data?
- What do we hope to achieve?
 - providing each institution with essential data about its programs which will give insights and suggestions for program improvement.

- provide a basis for studies of factors affecting the quality of teacher education.
 - furnish data that will be comparable among the institutions and that will make possible meaningful comparisons and standardizations.
- . Final word: we are not re-inventing the wheel. Many significant things are going on in the State System institutions in this area. Need to build on what we are already doing.

Potential is great—I don't know of any similar effort on a state-wide level.